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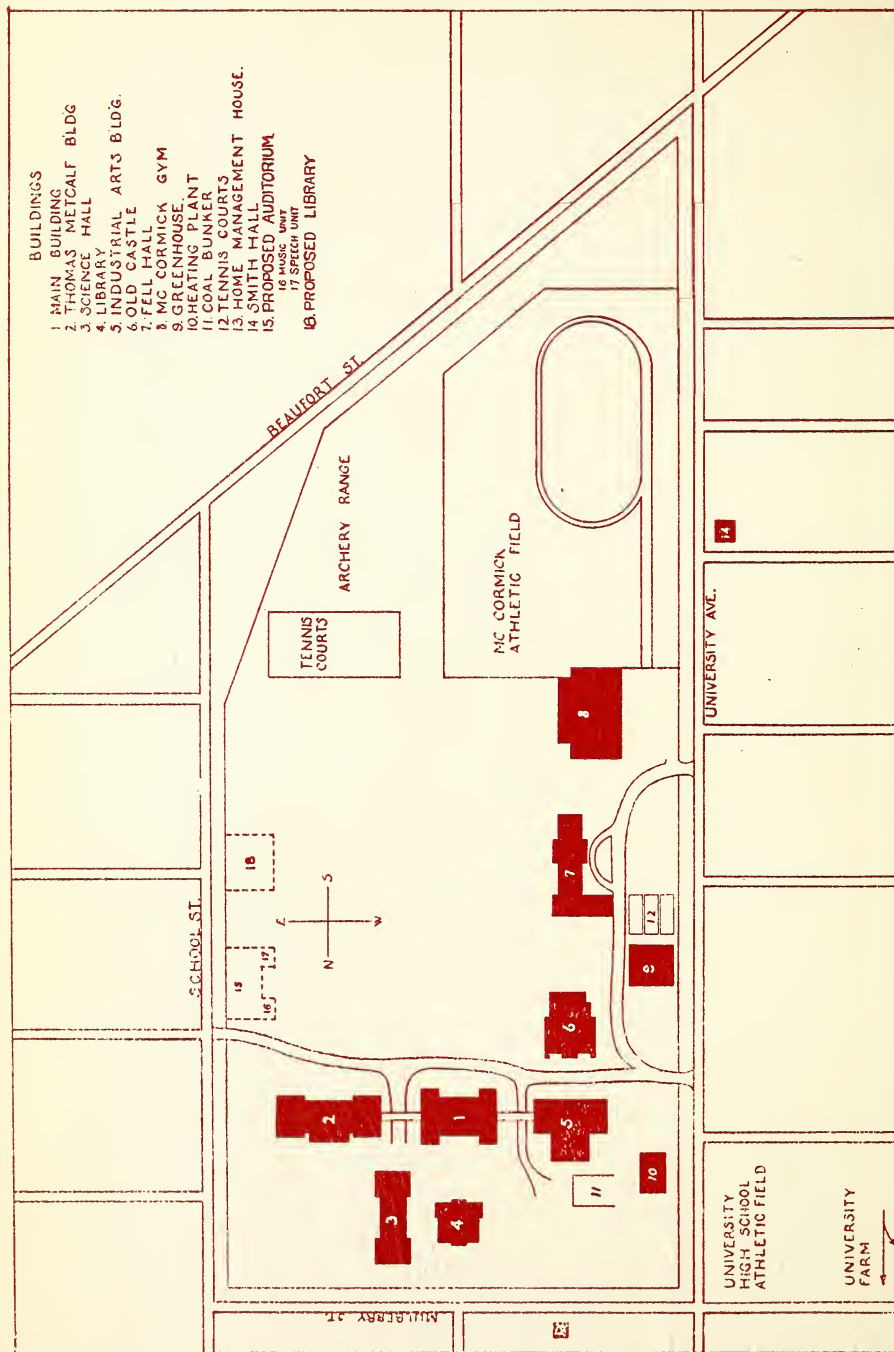
DIRECTOR of the SUMMER SESSION
Illinois State Normal University
Normal, Illinois

ILLINOIS STATE NORMAL UNIVERSITY BULLETIN

1939-1940



EIGHTY-FIRST CATALOG ISSUE



Illinois State Normal University Bulletin

Eighty-first

ANNUAL CATALOG ISSUE

With Announcements for 1939-1940

A State College for Teachers

PUBLISHED BI-MONTHLY

BY THE

ILLINOIS STATE NORMAL UNIVERSITY

Normal, Illinois

[Printed by the authority of the State of Illinois]

A STATEMENT OF PURPOSE AND QUALIFICATION

The Illinois State Normal University, founded in 1857 as the ninth state teacher training institution in the United States, is devoted to the task of educating teachers for elementary and secondary schools. Although the various academic departments of the University in instruction and equipment are of such high caliber as to enable the school to do superior work as a liberal arts college, there is close adherence to the original purpose of the institution as a professional school for the education of teachers.

The Illinois State Normal University is a character-building institution of high ideals. The attitudes, motives, and practices of students and faculty are highly comparable with the most favorable ideals prevailing in the best colleges and universities emphasizing such important characteristics.

The Illinois State Normal University holds a high position among colleges and universities as to the quality of work offered, being an accredited member of the American Association of Teachers Colleges and of the North Central Association of Colleges and Secondary Schools.

TABLE OF CONTENTS

	PAGE
How To Make the Best Use of This Catalog.....	4
Enrollment Statistics	5
University Calendar	6
Normal School Board	7
Administration	8
Staff of Instruction	9
Standing Committees of Faculty.....	26
History of the University.....	27
Buildings, Campus and General Equipment.....	28
Student Life and Expenses.....	37
Requirements for Admission.....	50
General Regulations	53
Requirements for Graduation.....	56
Teachers' Certificates	58
Training Schools and Student Teaching.....	61
Bureau of Appointments.....	64
The Summer Session.....	65
The Extension Department.....	66
Organization and Functions of the University.....	67
Outlines of the Curricula.....	69
Courses of Instruction (detailed descriptions).....	79
Index	163

HOW TO MAKE THE BEST USE OF THIS CATALOG

This brief section is designed to aid present and prospective students to make the best use of a catalog that is necessarily large and detailed. The topics indicated below in *italics* may be found through the Table of Contents. Other items in more detail may be found through the Index in the last pages of the catalog.

IF YOU ARE AN ENTERING FRESHMAN:

1. Be sure to read carefully the section entitled *Student Life and Expenses*. Please read every word before you decide definitely to enroll. Oftentimes students enter a university and then have to drop out after a few weeks or months, because they do not have enough money to pay their expenses, which, while lower than in most colleges, naturally are much higher than those in high school.
2. If you are interested in learning what extra-curricular activities are found at this University, turn to the subdivision in this section entitled *Student Organizations and Activities*.
3. Study the sections entitled *Requirements for Admission* and *Scholarship and Credits* carefully.
4. After you have decided what you would like to teach, study *Outlines of Curricula* to see the difference, for example, between a four-year and a two-year curriculum in elementary work.
5. Read also the section, *Requirements for Graduation*.
6. If you have never been on the campus, enjoy a preliminary "visit" to the University through the pictures and descriptions found under *Buildings, Campus and General Equipment*.

IF YOU ARE A TRANSFER STUDENT:

1. Be sure to read the section *General Provisions Concerning Advanced Credits*, in addition to the sections mentioned above.

IF YOU ARE A FORMER STUDENT:

1. Be certain to read the section, *Requirements for Graduation*.
2. Check with the Dean or Registrar on your former credits.
3. Remember this University is now on the semester basis. Change quarter hours to semester hours.

IF YOU ARE AN UPPERCLASSMAN CONTINUING YOUR WORK:

1. Read the important sections in the catalog on *Scholarship and Credits*, *Promotion of Health*, *Teachers' Certificates*, *Requirements for Graduation*, and *Courses of Instruction*.

SUMMARY OF ATTENDANCE

June 15, 1938, to June 15, 1939

Classification of Different Students, September, 1938, to June, 1939

	Men	Women	Total
Post Graduates	14	20	34
Seniors	137	147	284
Juniors	114	210	324
Sophomores	152	393	545
Freshmen	327	526	853
Special	27	9	36
Total (exclusive of duplicates)	771	1305	2076

Classification of Different Students, Summer Session, 1938

	Men	Women	Total
Post Graduates	88	97	185
Seniors	123	221	344
Juniors	90	413	503
Sophomores	42	325	367
Freshmen	21	80	101
Unclassified	32	110	142
Special	2	1	3
Total	398	1247	1645
Total for Calendar Year (exclusive of duplicates)	1037	2345	3382

	Men	Women	Total
Extension enrollment (exclusive of duplicates)	59	487	546

Pupils in the Training Schools and Affiliated Schools

	Boys	Girls	Total
Campus			
Metcalf Elementary	210	214	424
University High School	296	311	607
Total in Campus Schools	506	525	1031

Affiliated Schools

Soldiers and Sailors Childrens School

Elementary	186	109	295
Junior High School	108	76	184

Towanda Schools

Elementary	57	50	107
High School	35	49	84

Rural Schools

Maple Grove	7	6	13
Grove	6	7	13
Houghton	39	27	66
Little Brick	17	24	41
Walker	12	8	20

Total in Affiliated Schools	467	356	823
Total in All Training Schools	973	881	1854

UNIVERSITY CALENDAR

1939-1940

Summer Session

1939

Monday, June 12—Registration.
Tuesday, June 13—Classwork begins.
Saturday, June 17—All classes meet.
Saturday, June 24—All classes meet.
Tuesday, July 4—Independence Day Holiday.
Tuesday, Wednesday, Thursday, July 18, 19, 20—Educational Conference and Exhibit.
Friday, August 4—Summer Session ends.

First Semester

1939

Monday, September 11—Opening of University Elementary School and Off-Campus Affiliated Schools.
Monday, September 11—Registration for University High School.
Monday, September 11—Faculty Meeting, 3:00 p.m.
Tuesday, September 12—Freshman Assembly, Capen Auditorium, 10:00 a.m. (Tuesday, Wednesday, and Thursday, September 12, 13, and 14, are "Freshman Days" and every entering Freshman must be present during that entire period to complete registration and meet other requirements.)
Friday, September 15—Registration for Freshmen who have entered previously and for Sophomores, Juniors, and Seniors.
Monday, September 18—All classwork begins.
Friday and Saturday, October 27 and 28—Annual Homecoming.
Wednesday, November 29—Thanksgiving Vacation begins (noon).
Monday, December 4—Thanksgiving Vacation ends (8:00 a.m.)
Friday, December 22—Christmas Vacation begins (5:00 p.m.)

1940

Monday, January 8—Christmas Vacation ends (8:00 a.m.)
Friday, January 26—First Semester ends.

Second Semester

Monday, January 29—Registration.
Tuesday, January 30—Classwork begins.
Friday, March 8—Central Division of Illinois Education Association.
Thursday, March 21—Spring Vacation begins (5:00 p.m.)
Monday, April 1—Spring Vacation ends (8:00 a.m.)
Friday, June 7—Second Semester ends.
Sunday, June 9—Baccalaureate Exercises.
Monday, June 10—Alumni Reunion and Luncheon.
Monday, June 10—University Commencement.

Summer Session

Tuesday, June 11—Registration.
Wednesday, June 12—Classwork begins.
Thursday, July 4—Independence Day Holiday.
Tuesday, Wednesday, Thursday, July 16, 17, 18—Educational Conference and Exhibit.
Wednesday, August 7—Summer Session ends.

STATE OF ILLINOIS

HENRY HORNER

Governor

DEPARTMENT OF REGISTRATION AND EDUCATION

THE NORMAL SCHOOL BOARD

Ex-Officio Members

JOHN J. HALLIHAN

Director of Registration and Education (Springfield)
Chairman

JOHN A. WIELAND

Superintendent of Public Instruction (Springfield)
Secretary

Appointed Members

1931-1937

MR. J. D. DILL Carbondale
MISS HARRIET MCINTIRE Mendota

1933-1939

DR. WILLIAM H. SUNDERMAN..... Charleston
MR. JACOB E. ALSCHULER Aurora
MR. CHARLES E. MCMORRIS Marshall

1935-1941

DR. PRESTON BRADLEY Chicago
MRS. REED GREEN Cairo
MR. ROSWELL B. O'HARRA..... Macomb

1937-1943

MR. OTTO G. BEICH Bloomington

MR. LUCIEN A. FILE, Coordinator..... Springfield

Under the provisions of the Civil Administrative Code the Illinois State Normal University is governed by a board consisting of eleven members known as the Normal School Board. The Director of Registration and Education is ex-officio chairman of the Normal School Board and the State Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the governor for terms of six years. This board is the governing board for the five state teachers colleges of Illinois.

ADMINISTRATION

Office of the President

RAYMOND W. FAIRCHILD, Ph.D.	<i>President</i>
DOROTHY W. KING	<i>Secretary to the President</i>
FLORA P. DODGE	<i>General Secretary—Alumni Secretary</i>
GERTRUDE M. HALL, A.B.	<i>Director of Alumni Activities—Director of Publicity</i>

Office of the University Dean

HERMAN H. SCHROEDER, A.M.	<i>Dean</i>
LOTTIE V. BOUNDY, B.Ed.	<i>Secretary to the Dean</i>
FLOYD T. GOODIER, A.M.	<i>Director of Integration</i>

Office of the Dean of Women

O. LILLIAN BARTON, A.M.	<i>Dean</i>
EDNA B. SLUDER	<i>Secretary to the Dean of Women</i>
ANNA L. KEATON, Ph.D.	<i>Assistant Dean of Women</i>

Office of the Dean of Men

RALPH H. LINKINS, A.M.	<i>Dean</i>
REYON C. SHOCKEY	<i>Secretary to the Dean of Men</i>

Office of the Director of the Training Schools

JOHN W. CARRINGTON, A.M.	<i>Director of the Training Schools</i>
	<i>Director of the Bureau of Appointments</i>
LORENE A. MEEKER.	<i>Secretary to the Director of the Training Schools</i>
	<i>Assistant Director of the Bureau of Appointments</i>
GERTRUDE M. HALL, A.B.	<i>Assistant Director of the Bureau of Appointments</i>

Office of the Registrar and Recorder

ELSIE BRENNEMAN, B.Ed.	<i>Registrar</i>
LOUISE K. STRETCH	<i>Secretary to the Registrar</i>
DRUSILLA J. HOYT, B.Ed.	<i>Assistant Registrar</i>
FERNE M. MELROSE, B.Ed.	<i>Recorder</i>

Business Office

LAWRENCE E. IRVIN	<i>Business Manager</i>
RUTH V. CLEM	<i>Secretary and Audit Clerk</i>
FERNE A. ROSEMAN	<i>Cashier</i>

STAFF OF INSTRUCTION

1939-1940

- RAYMOND WILBER FAIRCHILD, Ph.D., LL.D., (1933)* *President of the University*
A.B., A.M., University of Michigan; Ph.D., Northwestern University; LL.D., Illinois Wesleyan University; University of Illinois; University of Chicago.
- HERMAN HENRY SCHROEDER, A.M., (1913) *Dean of the University and Director of the Summer Session*
Ph.B., Cornell College; A.M., University of Chicago; Teachers College, Columbia University.
- OLIVE LILLIAN BARTON, A.M., (1906) *Dean of Women*
A.B., University of Illinois; A.M., University of Chicago; Illinois State Normal University.
- ANNA LUCILE KEATON, Ph.D., (1937) *Assistant Dean of Women*
A.B., Southwestern College, Winfield, Kansas; A.M., University of Kansas; Ph.D., University of Chicago.
- RALPH HARLAN LINKINS, A.M., (1917) *Dean of Men*
A.B., Illinois College; A. M., University of Illinois.
- JOHN WESLEY CARRINGTON, A.M., (1933) *Director of the Training Schools and Director of the Bureau of Appointments*
B.S., A.M., University of Illinois; Illinois State Normal University; University of Chicago; Northwestern University.
- FLOYD T. GOODIER, A.M., (1935) *Director of Integration*
A.B., Colgate University; A.M., Teachers College, Columbia University; University of Chicago.
- ELSIE BRENNEMAN, B.Ed., (1927) *Registrar*
B.Ed., Illinois State Normal University.
- FERNE M. MELROSE, B.Ed., (1928) *Recorder*
B.Ed., Illinois State Normal University.
-
- HOWARD WILLIAM ADAMS, S.M., (1909) *Professor of Chemistry Head of the Department of Physical Science*
B.S., Iowa State College; S.M., University of Chicago; Armour Institute of Technology; University of Illinois.
- HARRY FRANKLIN ADMIRE, A.M., (1923) *Assistant Professor of Commerce*
B.Ed., Illinois State Normal University; A.M., University of Illinois; Valparaiso University.
- MABEL CLARE ALLEN, M.A., (1929) *Assistant Professor of Speech*
A.B., Bradley Polytechnic Institute; M.A., Northwestern University; Central School of Speech, London; Teachers College, Columbia University.
- MARION CAMPBELL ALLEN, M.A., (1927) *Assistant Professor of Art Acting Director of the Division of Art Education Acting Head of the Art Department*
B.A.E., Chicago Art Institute; M.A., Teachers College, Columbia University; Pratt Institute; Chicago Academy of Fine Arts; University of Chicago; University of Illinois; Art Colony, Woodstock, N. Y.

*NOTE.—Figures in parentheses indicate year of first employment in this University. Institutions listed after highest degree are other schools attended at some time.

- MARY SUSAN ARNOLD, A.M., (1939) *Instructor and Supervising Teacher in the Sixth Grade*
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; A.M., University of Michigan; University of Colorado.
- EDITH IRENE ATKIN, M.A., (1909) *Associate Professor of Mathematics*
A.B., University of Michigan; M.A., Teachers College, Columbia University; Michigan State Normal College; University of Chicago.
- WINIFRED H. BALLY, M.A., (1929) *Instructor in Physical Education*
B.Ed., Illinois State Normal University; M.A., New York University.
- THOMAS MORSE BARGER, M.S., (1913) *Assistant Professor of Physics*
A.B., M.S., University of Illinois; Illinois State Normal University.
- GLADYS L. BARTLE, M.S., (1930) *Assistant Professor of Art*
B.S., M.S., University of Wisconsin; International School of Art; Chicago Academy of Fine Arts.
- MARGARET MURRAY BARTO, M.A., (1928) *Associate Professor of Physical Education, Director of the Division of Health and Physical Education for Women*
A.B., University of Illinois; M.A., Teachers College, Columbia University; University of Wisconsin.
- ELSIE BERGLAND, M.S., (1932) *Instructor in Physical Education*
B.S., M.S., University of Wisconsin; University of Michigan.
- HARRIETT JOSEPHINE BERNINGER, A.M., (1929) *Assistant Professor of Education*
A.B., A.M., University of Illinois; Indiana State Teachers College; University of Chicago; Clark University; University of Hawaii.
- WILLIAM ANDREW LAWRENCE BEYER, A.M., (1909) *Professor of Political Science, Head of the Social Science Department*
A.B., A.M., Ohio State University; University of Chicago; Columbia University; University of Illinois.
- BLAINE BOICOURT, M.A., (1926) *Assistant Professor of Music*
B.Mus. Ed., Northwestern University; M.A., Teachers College, Columbia University; Cincinnati Conservatory of Music; Southern Illinois State Normal University; Illinois State Normal University; Juilliard School of Music, (New York).
- RALPH L. BOYD, M.S., (1937) *Assistant Professor of Commerce*
B.Ed., Illinois State Normal University; M.S., University of Illinois.
- RICHARD GIBBS BROWNE, Ph.D., (1928) *Associate Professor of Social Science*
A.B., A.M., University of Illinois; Ph.D., Northwestern University; Southern Illinois State Normal University; University of Chicago.
- DOROTHY GARRETT BRUNK, M.A., (1925) *Assistant Professor of History*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- ROSE BURGESS BUEHLER, A.M., (1930) *Instructor and Supervising Teacher in the Second Grade*
B.Ed., Illinois State Normal University; A.M., University of Chicago; Wheaton College.

- MARY ELIZABETH BUELL, M.A., (1926), *Assistant Professor of Home Economics*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Thomas
Normal Training School; University of Illinois; University of California.
- ETHEL M. BURRIS, A.M., (1936) *Assistant Professor of Education*
Ph.B., A.M., University of Chicago; University of Illinois; Teachers College, Columbia
University; Harvard University; Oxford University.
- KATHERINE E. CARVER, A.M., (1922) *Assistant Professor of Latin*
A.B., Valparaiso University; A.B., Cornell University; A.M., University of Chicago;
University of Wisconsin; University of Illinois.
- ²HUBERTA CLEMANS, M.A., (1936) *Assistant Professor of Education*
and Supervising Teacher in the Sixth Grade
A.B., Cornell College; M.A., Teachers College, Columbia University; University of
Illinois.
- JOSEPH T. COGDAL, A.M., (1927) *Assistant Professor of Physical Education*
A.B., James Millikin University; A.M., University of Illinois; Northwestern University;
Illinois State Normal University.
- J. ROSE COLBY, Ph.D., (1892) *Professor of Literature (Emerita)*
A.B., A.M., Ph.D., University of Michigan.
- EDWARD LE ROY COLE, Ed.D., (1931) *Associate Professor of Education*
A.B., A.M., University of Michigan; Ed.D., University of California; Michigan State
Normal College.
- FRANCES CONKEY, M.S., (1936) *Assistant Professor of Home Economics*
Acting Director of the Division of Home Economics Education
Acting Head of the Home Economics Department
B.S., James Millikin University; B.S., University of Illinois; M.S., Iowa State Col-
lege; Teachers College, Columbia University.
- ¹MARGUERITE REGINA CONNELL, M.A., (1928) *Assistant Professor of Latin*
B.Ed., Illinois State Normal University; M.A., University of Illinois; University of
Chicago; University of Colorado; Teachers College, Columbia University.
- MARGARET COOPER, Ed.D., (1932) *Associate Professor of Education*
Director of the Division of Elementary Education
B.A., Carleton College; M.A., Ed.D., Teachers College, Columbia University; State
Teachers College, Mankato, Minnesota.
- RACHEL MERRILL COOPER, M.D., (1928) *Director of University*
Health Service
M.D., University of Illinois; Women's and Children's Hospital; New York Post Grad-
uate Medical School; Washington University Medical School.
- MABEL PERCIE CROMPTON, S.M., (1924) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; S.M., University of Chicago.
- CLARENCE LE ROY CROSS, M.S., (1925) *Associate Professor of Physics*
B.S., State Teachers College, Emporia, Kansas; M.S., University of Iowa; Cornell
University.
- ALTA JOSEPHINE DAY, M.A., (1928) *Assistant Professor of Commerce*
B.A., Lawrence College; M.A., Teachers College, Columbia University; University
of California; Gregg College.
- B. ELIZABETH DEAN, M.S., (1934) *Assistant Professor of Hygiene*
A.B., Ottawa University; M.S., University of Iowa; University of Michigan; Uni-
versity of Wisconsin.

¹Leave of absence for entire year 1938-1939.

²Leave of absence second semester 1938-1939.

- CHARLES ERNEST DECKER, Ed.D., (1925) *Associate Professor of Education*
Director of the Division of Secondary Education
 A.B., Aurora College; M.A., University of Wisconsin; Ed.D., New York University;
 Nova Scotia Normal College; University of Illinois.
- WILLIAM I. DE WEES, M.A., (1937) *Assistant Professor of Agriculture*
 B.S., M.A., University of Illinois; University of Chicago; Fort Hays Kansas State
 Teachers College.
- LORA MARY DEXHEIMER, (1902) *Instructor and Supervising Teacher (Emerita)*
 Illinois State Normal University; Teachers College, Columbia University; University
 of Chicago.
- CHRIS A. DE YOUNG, Ph.D., (1934) *Professor of Education*
Head of the Department of Education
Director of the Extension Division
 A.B., Hope College; M.A., Teachers College, Columbia University; Ph.D., North-
 western University.
- JESSIE MAY DILLON, (1900) *Instructor and Supervising Teacher (Emerita)*
 Illinois State Normal University; University of Chicago.
- THOMAS JAY DOUGLASS, M.S., (1928) *Assistant Professor of Agriculture*
 B.S., M.S., University of Illinois; National Agricultural School of France; A.E.F.
 University, France.
- ALVA W. DRAGOO, M.S., (1919) *Assistant Professor of Industrial Arts*
 B.Ed., Illinois State Normal University; M.S., Iowa State College; Eastern Illinois
 State Teachers College; University of Wisconsin.
- ¹ LEO J. DVORAK, M.A., (1935) *Assistant Professor of Music*
 B.A., Mus.B., Upper Iowa University; M.A., University of Iowa; University of
 Illinois.
- ALICE L. EBEL, A.M., (1934) *Instructor in the Teaching of Social Science*
 A.B., Heidelberg College; A.M., University of Chicago.
- CLARA ELIZABETH ELA, (1888) *Instructor in Art (Emerita)*
 Illinois State Normal University; Massachusetts Normal Art School.
- MARGERY ALICE ELLIS, A.M., (1927) *Assistant Professor of French*
 Ph.B., A.M., University of Chicago; University of Paris; Ecole Normale de Seine et
 Oise, France; Institut Phonétique, University of Paris; Valparaiso University.
- ROBERT SCOTT ELLWOOD, M.A., (1932) *Assistant Professor of the*
Teaching of Social Science
 B.S., State Teachers College, Kirksville, Missouri; M.A., University of Alabama; Uni-
 versity of Toledo; University of Missouri; Kansas State College, Manhattan; St.
 Stephen's College, Annandale-on-Hudson, New York; Northwestern University;
 Indiana University.
- LURA MARY EYESTONE, B.S., (1901) *Instructor and Supervising Teacher*
(Emerita)
 B.S., Teachers College, Columbia University; Illinois State Normal University; Uni-
 versity of Chicago; Northwestern University.
- ¹ MARIE FINGER, M.A., (1936) *Assistant Professor of Education*
and Supervising Teacher in the Seventh Grade
 B.A., Lawrence College; M.A., Northwestern University; University of Wisconsin;
 University of California; University of Washington; Graduate School of International
 Studies, Geneva, Switzerland; University of Illinois.

¹Leave of absence for entire year 1938-1939.

- ELINOR BERTHA FLAGG, M.A., (1925) *Assistant Professor of Mathematics*
B.S., M.S., University of Illinois; Eastern Illinois State Teachers College; Oxford University, England; University of Chicago; University of Colorado; Washington University.
- KENYON SCOTT FLETCHER, M.A., (1929), *Assistant Professor of Industrial Arts*
B.S., Stout Institute; M.A., University of Minnesota; Colorado State College; University of Illinois; Dunwoody Institute; The Pennsylvania State College.
- RALPH WALDO FOGLER, M.S., (1927) *Assistant Professor of Chemistry*
B.S., M.S., University of Illinois; Colorado College of Education.
- THELMA GLADYS FORCE, M.A., (1932) *Assistant Professor of Education*
B.S., M.A., University of Minnesota; University of Chicago; Moorhead State Teachers College; St. Cloud State Teachers College; Teachers College, Columbia University.
- JOHN EUGENE FRALEY, A.M., (1929) *Assistant Professor of Biology*
B.Ed., Illinois State Normal University; A.M., University of Illinois; University of Michigan; University of Colorado; Northern Illinois State Teachers College.
- BERNICE GERTRUDE FREY, A.M., (1930) *Instructor in Physical Education*
B.A., Ohio Wesleyan University; A.M., Ohio State University; University of Wisconsin; University of California.
- ALBERT CHARLES FRIES, M.S., (1935) *Assistant Professor of Commerce*
B.S., M.S., University of Illinois; New Mexico Normal University, Las Vegas; Gregg College, Chicago.
- HAROLD EUGENE FRYE, M.A., (1931) *Instructor in Physical Education*
B.Ed., University of Akron; M.A., New York University; Ohio State University.
- F. RUSSELL GLASENER, Ph.D., (1935) *Assistant Professor of Economics*
B.A., Iowa State Teachers College; M.A., Ph.D., University of Iowa.
- RALPH URBAN GOODING, Ph.D., (1931) *Associate Professor of Chemistry*
B.S., Ph.D., University of Wisconsin.
- NINA E. GRAY, Ph.D., (1935) *Assistant Professor of Biology*
B.A., De Pauw University; M.A., Ph.D., University of Wisconsin; Marine Biological Laboratories (Massachusetts); University of Wisconsin Medical School.
- EDNA MAE GUEFFROY, A.M., (1929) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; A.M., Clark University; University of Chicago; University of Washington; University of Hawaii.
- LINDER W. HACKER, M.A., (1925) *Associate Professor of Education*
Director of the Division of Rural Education
B.Ed., Illinois State Normal University; M.A., State University of Iowa; Teachers College, Columbia University; University of Illinois.
- ALMA MARY HAMILTON, M.A., (1915) *Assistant Professor and Supervisor of Student Teaching in English*
B.S., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- CHESTER MALCOLM HAMMERLUND, M.S., (1929) *Assistant Professor of Industrial Arts*
B.S., M.S., University of Illinois; Illinois State Normal University.
- HOWARD J. HANCOCK, M.S., (1931) *Associate Professor of Physical Education*
Director of Athletics
B.S., M.S., University of Wisconsin.
- CHARLES ATHIEL HARPER, M.S., (1923) *Associate Professor of History*
B.S., M.S., University of Illinois; Southern Illinois State Normal University.

- OPAL C. HARTLINE, Ph.D., (1936) *Assistant Professor of Biology*
B.S., McKendree College; M.S., Ph.D., University of Illinois; Washington University;
Cold Spring Harbor Biological Station, Long Island, N. Y.; Northern Illinois State
Teachers College.
- ANNIE WEZETTE HAYDEN, M.A., (1921) *Instructor and Supervising Teacher in the First Grade*
Ph.B., University of Chicago; M.A., Columbia University; Southern Illinois State
Normal University; University of Illinois.
- STELLA VAN PETTEN HENDERSON, Ed.D., (1933) *Assistant Professor of Education*
B.Ed., Illinois State Normal University; A.M., University of Chicago; Ed.D., Teachers
College, Columbia University; Northwestern University.
- RUTH HENLINE, M.A., (1926) *Assistant Professor of English*
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A.,
Teachers College, Columbia University.
- FRANCIS W. HIBLER, Ph.D., (1935) *Associate Professor of Psychology*
A.B., Bethany College, (West Virginia); M.A., Ph.D., Ohio State University.
- HERBERT REYNOLDS HIETT, Ph.D., (1937) *Professor of English*
Head of the English Department
A.B., Nebraska Wesleyan University, Lincoln; A.M., University of Nebraska; Ph.D.,
University of Maryland.
- EUGENE LEONARD HILL, M.A., (1929) *Instructor in Physical Education*
B.Ed., Illinois State Normal University; M.A., State University of Iowa; Colorado
State College of Education.
- DOROTHY HINMAN, M.A., (1925) *Assistant Professor of English*
B.A., University of Wisconsin; M.A., Teachers College, Columbia University; Oxford
University; University of Illinois.
- F. LINCOLN D. HOLMES, Ph.D., (1935) *Professor of Speech*
Director of the Division of Speech Education
Head of the Speech Department
A.B., University of Minnesota; A.M., Ph.D., University of Wisconsin; University of
Iowa; University of Paris.
- LESLIE A. HOLMES, M.S., (1936) *Assistant Professor of Geography*
B.S., M.S., University of Illinois; University of Iowa.
- MANFRED J. HOLMES, B.L., (1897) *Professor of Education (Emeritus)*
B.L., Cornell University; State Normal School, Winona, Minnesota; University of
Chicago.
- CLIFFORD EMORY HORTON, A.M., (1923) *Associate Professor of Physical Education*
Director of the Division of Health and Physical Education for Men
Head of the Department of Health and Physical Education
B.P.E., Springfield Y.M.C.A. College; A.M., Clark University; University of Cali-
fornia; New York University; Indiana University.
- VICTOR M. HOUSTON, Ed.D., (1936) *Associate Professor of Education*
B.S., A.M., University of Missouri; Ed.D., Teachers College, Columbia University;
University of Chicago.
- CLYDE WHITTAKER HUDELSON, M.S., (1920) *Associate Professor of Agriculture*
Director of the Division of Agriculture Education
Head of the Department of Agriculture
B.S., M.S., University of Illinois; Western Illinois State Teachers College; Illinois
State Normal University; Colorado State Agricultural College.

- ESTHER HUME, Ed.M., (1932) *Assistant Professor of Physical Education*
A.B., University of Missouri; Ed.M., Harvard University; Teachers College, Columbia University; University of Wisconsin.
- ERMA FRANCES IMBODEN, M.A., (1919) *Assistant Professor of Education and Supervising Teacher in the Eighth Grade*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Illinois State Normal University.
- CHRISTINE H. INNINGS, M.A., (1938) *Instructor and Supervising Teacher in the Third Grade*
A.B., M.A., University of Kentucky; Lincoln Memorial University; Kentucky Wesleyan University.
- HOWARD J. IVENS, M.A., (1934) *Assistant Professor of the Teaching of Science*
A.B., Northern Michigan State Teachers College; M.A., University of Michigan; University of Minnesota.
- EDWARD R. JOHNSON, M.A., (1937) *Associate Professor of Journalism*
B.A., Wittenberg College; M.A., Ohio State University.
- F'ANNA JONTZ, M.A., (1937) *Instructor in Health Education University Nurse*
B.S., Northwestern University; M.A., Teachers College, Columbia University; Moline Public Hospital.
- KATHRYN I. KAYS, A.M., (1938) *Instructor and Supervising Teacher in the Seventh Grade*
B.Ed., Western Illinois State Teachers College; A.M., University of Chicago.
- ¹JOHN A. KINNEMAN, A.M., (1927) *Associate Professor of Sociology*
A.B., Dickinson College; A.M., University of Pennsylvania; State Normal School, West Chester, Pennsylvania; University of Chicago; Northwestern University.
- EMMA R. KNUDSON, M.S. in Ed., (1934) *Associate Professor of Music Acting Director of the Division of Music Education Acting Head of the Department of Music*
B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed., Northwestern University; Jewell College; Bush Conservatory of Music; College of Puget Sound; Teachers College, Columbia University; University of Chicago; University of Illinois.
- HAROLD F. KOEPKE, M.A., (1934) *Assistant Professor of Commerce*
B.Ed., State Teachers College, Whitewater, Wisconsin; M.A., University of Iowa; University of Illinois; Northwestern University.
- ERNEST M. R. LAMKEY, Ph.D., (1927) *Professor of Botany Head of the Department of Biological Science*
A.B., A.M., Ph.D., University of Illinois.
- THOMAS JESSE LANCASTER, A.M., (1919) *Associate Professor of Education*
B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Illinois.
- ¹ARTHUR H. LARSEN, Ph.M., (1935) *Assistant Professor of the Teaching of Mathematics Assistant Principal, University High School*
B.Ed., State Teachers College, Superior, Wisconsin; Ph.M., University of Wisconsin; University of Chicago.

¹Leave of absence for entire year 1938-1939.

- HARRY OWEN LATHROP, Ph.D., (1933)** *Professor of Geography*
Head of the Department of Geography
 B.Ed., Illinois State Normal University; S.M., University of Chicago; Ph.D., University of Wisconsin.
- LAVERN E. LAUBAUGH, M.A., (1937)** *Assistant Professor of Agriculture*
 B.S., Michigan State College, East Lansing; M.A., University of Michigan; University of Illinois; Colorado State College.
- MARGARET ELIZABETH LEE, (1907)** *Assistant Professor of Kindergarten Education (Emerita)*
 Training School for Kindergartners; Chicago Normal College; University of Chicago; University of California; Teachers College, Columbia University.
- WILLIAM R. LUECK, Ph.D., (1936)** *Assistant Professor of Education*
 B.A., M.S., University of North Dakota; Ph.D., University of Iowa.
- BLANCHE MC AVOY, Ph.D., (1926)** *Assistant Professor of Biology*
Supervisor of Student Teaching in Science
 B.A., University of Cincinnati; A.M., Ohio State University; Ph.D., University of Chicago.
- NEVA MC DAVITT, A.M., (1929)** *Assistant Professor of Geography*
 B.Ed., Illinois State Normal University; A.M., Clark University; Teachers College, Columbia University.
- CONSTANTINE FRITHIOF MALMBERG, Ph.D., (1928)** *Associate Professor of Psychology*
 A.B., Bethany College; Ph.D., State University of Iowa; Columbia University; Yale University.
- HELEN E. MARSHALL, Ph.D., (1935)** *Assistant Professor of Social Science*
 A.B., College of Emporia; M.A., University of Chicago; Ph.D., Duke University; University of Colorado.
- STANLEY S. MARZOLF, Ph.D., (1937)** *Assistant Professor of Psychology*
 A.B., Wittenberg College; M.A., Ph.D., Ohio State University.
- LEE WALLACE MILLER, Ph.D., (1935)** *Assistant Professor of Biology*
 B.A., Goshen College; M.S., Ph.D., University of Iowa; University of Kansas; University of Colorado.
- MARION G. MILLER, M.A., (1937)** *Instructor in Art*
 Ph.B., University of Chicago; M.A., University of California; University of Illinois; Academy of Fine Arts; Summer School of Painting, Saugatuck, Michigan.
- CLIFFORD NEWTON MILLS, A.M., (1925)** *Professor of Mathematics*
Head of the Department of Mathematics
 B.S., Franklin College; A.M., Indiana University; University of Michigan; University of Wisconsin.
- *CAMILLE MONTGOMERY, M.A., (1936)** *Instructor in Art*
 B.A., State University of Iowa; M.A., Teachers College, Columbia University; Parsons College; Ecole Des Beaux Arts, Fontainebleau, France.
- CLIFFORD WALTER MOORE, M.A., (1928)** *Assistant Professor of Social Science*
 B.Ed., Illinois State Normal University; M.A., University of Illinois.
- THELMA NELSON, M.A., (1931)** *Assistant Professor of English*
 B.A., Des Moines University; M.A., Teachers College, Columbia University; University of Illinois; University of Colorado; Washington University.

*Leave of absence granted for first semester 1939-1940.

ADNAH CLIFTON NEWELL, B.S. in E.E., (1910)

Professor of Industrial Education (Emeritus)

B.S. in E.E., University of Michigan; Bay View Summer University; Teachers College, Columbia University; Cummings School of Art, Des Moines, Iowa.

ROWENA FOLEY NOE, M.A., (1932)

Assistant Professor of Education

and Supervising Teacher in the Kindergarten

A.B., University of Kentucky; M.A., Teachers College, Columbia University; National College of Education.

BURTON L. O'CONNOR, M.A., (1937)

Assistant Professor of the Teaching

of Physical Education

Director of University High School Athletics

B.A., Cornell College; M.A., University of Iowa.

ALICE ROXANNE OGLE, M.A., (1932)

Instructor and Supervisor of Art

A.B., Colorado College of Education; M.A., Teachers College, Columbia University.

GERDA OKERLUND, Ph.D., (1931)

Associate Professor of English

A.B., A.M., Ph.D., University of Washington; University of California; University of Michigan; Stanford University; University of Chicago.

CLARENCE ORR, A.M., (1929)

Associate Professor of Social Science

A.B., A.M., University of Illinois; State University of Iowa; Des Moines University; James Millikin University; The Pennsylvania State College.

GEORGE MERIT PALMER, A.M., (1923)

Professor of English

A.B., A.M., University of Illinois; Illinois State Normal University.

ROSE ETOILE PARKER, Ph.D., (1931)

Associate Professor of Education

B.A., University of North Dakota; A.M., University of Chicago; Ph.D., University of Wisconsin.

HARLAN W. PEITHMAN, M.S. in Ed., (1937)

Assistant Professor of Music

A.B., Central Wesleyan College, Warrenton, Missouri; B.M.E., M.S. in Ed., Northwestern University; Williams Band and Orchestra School, Saugerties, New York; Mozarteum-Salzburg, Austria.

MARGARET KATHERINE PETERS, M.S., (1930), *Assistant Professor of Commerce*

B.S., Indiana University; M.S., New York University; University of Chicago; Cambridge University; University of Washington.

HARVEY ANDREW PETERSON, Ph.D., (1909)

Professor of Psychology

Head of the Department of Psychology

A.B., University of Chicago; A.M., Harvard University; Ph.D., University of Chicago.

HENRY A. POPPEN, M.S., (1934)

Instructor in the Teaching of Mathematics

B.S., Kansas Wesleyan University; M.S., Northwestern University; University of Chicago; University of Illinois.

LAURA HAYES PRICER, Ph.M., (1911)

Associate Professor of English

B.S., Vanderbilt University; Ph.M., University of Chicago; University of Iowa.

RALPH W. PRINGLE, M.S., (1913)

Professor of Education (Emeritus)

B.S., St. Lawrence University; A.B., Harvard University; M.S., St. Lawrence University.

³EVELYN REZEK, M.A., (1937)

Instructor in English

B.A., M.A., University of Chicago.

³Leave of absence granted for entire year 1939-1940.

- AGNES FRASER RICE, M.A., (1927)** *Associate Professor of Education*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- ¹ESTHER A. RICHARD, M.A., (1934)** *Assistant Professor of English*
A.B., Albion College; M.A., Teachers College, Columbia University; University of London.
- JOSEPHINE ROSS, M.A., (1926)** *Assistant Professor of Home Economics*
B.S., MacMurray College; M.A., Teachers College, Columbia University; University of Colorado; University of Chicago; Oregon State Agricultural College; University of Wisconsin.
- BERTHA MAY ROYCE, Ph.D., (1925)** *Assistant Professor of Biology*
B.A., Wellesley College; A.M., Columbia University; Ph.D., University of Washington; University of Illinois; North Central College.
- ELIZABETH RUSSELL, M.A., (1935)** *Instructor and Supervising Teacher in the Fourth Grade*
A.B., University of Iowa; M.A., Teachers College, Columbia University; Peabody College.
- MARGARET ELIZABETH SCOVELL, M.A., (1937),** *Assistant Professor of English*
B.S., Kansas State Teachers College, Pittsburg; M.A., Teachers College, Columbia University; Kansas University; Oxford University, England.
- GRACE REBECCA SHEA, M.A., (1927)** *Instructor in Health Education*
University Nurse
R.N., Benjamin Bailey Sanitarium; B.S., Nebraska Wesleyan University; M.A., Teachers College, Columbia University; Illinois State Normal University; University of Nebraska.
- WAYNE F. SHERRARD, M.M., (1938)** *Instructor in Music*
B.F.A., University of Nebraska; M.M., Eastman School of Music, Rochester, New York.
- LEON SHELDON SMITH, A.M., (1925)** *Assistant Professor of Physics*
A.B., Albion College; A.M., University of Michigan; University of Paris; University of Iowa.
- FRED S. SORRENSEN, Ph.D., (1920)** *Associate Professor of Speech*
A.B., Mt. Morris College; B.E., M.E., Columbia College of Expression; M.A., Ph.D., University of Michigan; State Teachers College, Mt. Pleasant, Michigan; Teachers College, Columbia University; Harvard University; University of Chicago.
- ETHEL GERTRUDE STEPHENS, M.A., (1919)** *Assistant Professor and Supervisor of Student Teaching in History*
A.B., University of Illinois; M.A., Columbia University; Illinois State Normal University; University of Chicago; University of Colorado.
- RAY M. STOMBAUGH, Ph.D., (1935)** *Professor of Industrial Arts*
Director of the Division of Industrial Education
Head of the Industrial Arts Department
B.S., Stout Institute; M.A., Ph.D., Teachers College, Columbia University; University of Michigan; Western State Teachers College, Kalamazoo; Central Michigan Normal School, Mt. Pleasant.
- RUTH STROUD, M.S., (1930)** *Assistant Professor of the Teaching of English*
B.S., M.S., University of Illinois; James Millikin University; Southern Illinois State Normal University.

¹Leave of absence for entire year 1938-1939.

- EDWIN G. STRUCK, M.S., (1935) *Assistant Professor of Physical Education*
A.B., DePauw University; M.S., Indiana University; University of Missouri.
- LUCY LUCILE TASHER, Ph.D., (1935) *Assistant Professor of History*
Ph.B., J.D., A.M., Ph.D., University of Chicago; University of Southern California.
- MARION ANSEL TAYLOR, Ph.D., (1931) *Assistant Professor of English*
B.A., M.A., Ph.D., State University of Iowa.
- FLORENCE EVELYN TEAGER, Ph.D., (1931) *Associate Professor of English*
B.A., M.A., Ph.D., State University of Iowa; University of Chicago.
- KATHERINE THIBLEN, M.S., (1935) *Instructor in Physical Education*
B.S., State University of Iowa; M.S., University of Wisconsin.
- CHRISTINE AUGUSTA THOENE, M.A., (1918) *Assistant Professor of Education
and Supervising Teacher in the Fifth Grade*
A.B., Iowa State Teachers College; M.A., Teachers College, Columbia University;
University of Chicago; University of Illinois.
- GLADYS TIPTON, M.S., in Ed., (1936) *Assistant Professor of Music*
B.F.A. in Ed., University of Nebraska; M.S., in Ed., Northwestern University; Syracuse University.
- BERNICE ALVINA TUCKER, A.M., (1932) *Assistant Professor of the Teaching of Home Economics*
B.S., University of Nebraska; A.M., University of Chicago; State Teachers College,
Kearney, Nebraska; Teachers College, Columbia University.
- ESTHER VINSON, A.M., (1926) *Associate Professor of English*
A.B., B.S., A.M., University of Missouri; University of Wisconsin; University of
Iowa; University of Chicago.
- SHERMAN G. WAGGONER, Ph.D., (1936) *Professor of Education
Principal of University High School*
B.A., Ball State Teachers College; M.A., Ph.D., State University of Iowa.
- NELL BLYTHE WALDRON, Ph.D., (1934) *Associate Professor of History*
B.A., M.A., Ph.D., Northwestern University; Kansas State Teachers College; University of Chicago.
- MAE CLARK WARREN, M.S., (1936) *Assistant Professor of Home Economics and Director of Fell Hall*
B.S., M.S., Iowa State College.
- MARY DOROTHY WEBB, M.A., (1930) *Assistant Professor of the Teaching of Commerce*
B.A., Lawrence College; M.A., University of Wisconsin; University of Chicago;
Teachers College, Columbia University.
- ⁶FRANK WILLIAM WESTHOFF, (1901) *Associate Professor of Music (Emeritus)*
Extensive private study of music.
- MARGARET MARY WESTHOFF, M.S., (1933) *Instructor in Music*
B.Ed., Illinois State Normal University; M.S., Northwestern University.
- JEANNETTE MAY WHITTEN, M.A., (1939) *Instructor in Latin*
B.A., Carthage College; M.A., State University of Iowa; Cornell University; University of Missouri.

⁶Deceased.

- JENNIE ALMA WHITTEN, Ph.D., (1919)** *Associate Professor of Modern Languages, Head of the Department of Foreign Languages*
A.B., A.M., University of Illinois; Ph.D., University of Wisconsin; Northern Illinois State Teachers College; University of Grenoble; University of Chicago.
- GLADYS WIGGINS, M.S., (1935)** *Assistant Professor of Hygiene*
B.S., Northern State Teachers College, Marquette, Michigan; M.S., University of Michigan.
- FLORA M. WILDER, Ph.D., (1936)** *Assistant Professor of Education*
B.A., M.A., Ph.D., University of Wisconsin; University of Chicago.
- ARTHUR ROWLAND WILLIAMS, A.M., (1914)** *Associate Professor of Commerce*
Director of the Division of Commerce Education
Head of the Commerce Department
A.B., Kenyon College; A.M., University of Illinois; University of Chicago.
- LELA WINEGARNER, A.M., (1933)** *Instructor in the Teaching of English*
B.Ed., Illinois State Normal University; A.M., University of Chicago.
- RUTH V. YATES, M.A., (1935)** *Assistant Professor of Speech*
B.A., Cornell College; M.A., Teachers College, Columbia University; Phidelah Rice School of Speech, Boston; University of Iowa; University of Wisconsin; University of Southern California.

FACULTY ASSISTANTS

- DELBERT EGGENBERGER, B.Ed., (1935)** *Assistant in Physical Science*
B.Ed., Illinois State Normal University.
- WILLIAM V. WHITE, B.Ed., (1934)** *Assistant in Printing*
B.Ed., Illinois State Normal University; University of Illinois.

LIBRARY STAFF

- ELEANOR WEIR WELCH, M.S., (1929)** *Associate Professor and Head Librarian*
A.B., Monmouth College; M.S., School of Library Service, Columbia University; Library School, University of the State of New York.
- CLARA LOUISE GUTHRIE, M.S., (1932)** *Assistant Librarian*
A.B., Hastings College; B.S., M.S., Library School, University of Illinois.
- EDNA IRENE KELLEY, B.Ed., (1913)** *Assistant Librarian*
B.Ed., Illinois State Normal University.
- MILDRED KERR, M.A., (1935)** *Assistant Librarian*
A.B., Baker University; M.A., University of Chicago; B.S. in L.S., Library School, University of Illinois.
- GERTRUDE ANDREWS PLOTNICKY, (1913)** *Assistant Librarian*
Chicago Public Library Training School; University of Wisconsin.
- GENEVIEVE ANNA POHLE, A.B., (1923)** *Assistant Librarian*
A.B., University of Wisconsin; Library School, University of Wisconsin; Library School, University of Chicago; Library School, University of Michigan.
- RUTH ZIMMERMAN, M.A., (1935)** *Assistant Librarian*
B.S., Kansas Teachers College, Emporia; M.A., University of Minnesota; Harvard University.

AFFILIATED SCHOOLS

ILLINOIS SOLDIERS AND SAILORS CHILDRENS SCHOOL

CHRISTIAN EDWARD HARPSTER, M.A., (1928) *Assistant Professor of Education*
Principal of Illinois Soldiers and Sailors Childrens School
 B.Ed., Illinois State Normal University; M.A., State University of Iowa.

MAY GOODWIN, B.Ed., (1920) *Instructor and Supervising Teacher*
in Junior High School
Assistant Principal
 B.Ed., Illinois State Normal University; University of Wisconsin; University of Illinois.

GRACE FULLER ANDERSON, B.Ed., (1920)
Instructor and Supervising Teacher in the Second Grade
 B.Ed., Illinois State Normal University.

VEDA BOLT BAUER, B.Ed., (1923)
Instructor and Supervising Teacher in the Junior High School
 B.Ed., Illinois State Normal University; Eastern Illinois State Teachers College; Illinois Wesleyan University.

JOHN FRANCIS FOY, B.S. in Phys. Ed., (1937), *Instructor and Supervising Teacher*
in Physical Education
 B.S., Notre Dame University; New York University.

ANNA MARIE GOLDSMITH, M.A., (1937) *Instructor and Supervising Teacher*
in the Third Grade
 B.A., Dakota Wesleyan University, Mitchell, South Dakota; M.A., State University of Iowa.

WILLIAM A. HAMMITT, A.B., (1937) *Director of Religious Education*
 A.B., Illinois Wesleyan University; Illinois State Normal University; University of Illinois.

MAX HONN, A.B., (1932) *Instructor and Supervisor of Vocational Work*
 A.B., Illinois Wesleyan University; The Pennsylvania State College.

JOHN EDGAR HOUGHTON, B.S., (1936)
Instructor and Supervisor of Vocational Work
 B.S., University of Illinois; Lincoln College; Northwestern University; Illinois State Normal University.

M. FAYE KELLEY, B.A., (1938) *Instructor and Supervising Teacher*
in Physical Education
 B.A., Iowa State Teachers College; National Recreation School, New York City; New York University.

MILDRED O'MALIA KELLY, B.Ed., (1930)
Instructor and Supervising Teacher in the Sixth Grade
 B.Ed., Illinois State Normal University; University of Illinois.

CLARA KEPNER, B.Ed., (1930)
Instructor and Supervising Teacher in the Fourth Grade
 B.Ed., Illinois State Normal University; Colorado State Teachers College; University of Illinois.

FRED JOHN KNUPPEL, A.M., (1925) *Instructor and Supervising Teacher*
in Industrial Arts
 B.Ed., Illinois State Normal University; A.M., Colorado State College of Education.

- FLORENCE K. MACDONALD, M.S., (1938) *Instructor and Supervising Teacher in Junior High School*
B.Ed., State Teachers College, St. Cloud, Minnesota; M.S., Medill School of Journalism, Northwestern University.
- GERTRUDE E. MILAS, B.Ed., (1936) *Instructor and Supervising Teacher in Special Room Work*
B.Ed., National College of Education; Northwestern University; University of Illinois.
- CHARLIE NEWTON, B.Ed., (1937) *Instructor and Supervising Teacher in Instrumental and Vocal Music*
Director of Band
B.Ed., Illinois State Normal University.
- GERTRUDE P. O'CONNOR, M.A., (1937) *Instructor and Supervising Teacher in Special Room Work*
B.A., Ohio State University; M.A., Northwestern University.
- LOUISE PEDIGO, M.S., (1937) *Instructor and Supervising Teacher in the Junior High School*
A.B., J. B. Stetson University, Deland, Florida; M.S., University of Chicago; University of Florida, Gainesville; Florida State College for Women, Tallahassee; University of Wyoming.
- MABLE ANN PUMPHREY, B.S., (1920) *Instructor and Supervising Teacher in the Fifth Grade*
B.S., Illinois Wesleyan University; Illinois State Normal University; Clark University.
- ALICE LOLETA RALSTON, M.A., (1937) *Instructor and Supervising Teacher in the First Grade*
B.S. in Ed., University of Oklahoma; M.A., University of Chicago.
- RALPH BROWN RIGGS, M.A., (1938) *Instructor and Supervising Teacher in Junior High School*
B.A., Southwestern College, Winfield, Kansas; M.A., Northwestern University.
- JOSEPHINE SHEA, M.A., (1929) *Instructor and Supervising Teacher in the Sixth Grade*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Iowa.
- ¹LEWIS GORDON STONE, M.A., (1936) *Instructor and Supervising Teacher in the Junior High School*
B.A., State Teachers College, Valley City, North Dakota; M.A., Northwestern University; University of Illinois; New York University.
- ESTHER L. STROUP, M.S., (1937) *Instructor and Supervising Teacher in Home Economics*
B.S., M.S., Purdue University.
- THALIA J. TARRANT, M.A., (1935) *Instructor and Supervising Teacher in the Fifth Grade*
B.S., M.A., University of Missouri; University of Illinois; Southwest Missouri State Teachers College.

¹Leave of absence for entire year 1938-1939.

RUTH E. TICE, M.A., (1938) *Instructor and Supervising Teacher
in Special Room Work*
B.S. in Ed., Kansas State Teachers College, Emporia ; M.A., Teachers College, Columbia
University ; Stephens College.

GRACE L. TUCKER, B.Ed., (1924) *Instructor and Supervising Teacher in the Kindergarten*
B.Ed., Illinois State Normal University ; University of Wisconsin ; University of Iowa.

TOWANDA SCHOOLS

GEORGE C. WRIGHT, M.A., (1937) *Superintendent of Towanda Schools*
B.A., State Teachers College, Valley City, North Dakota ; M.A., Northwestern Uni-
versity.

RUTH CHARLOTTE HUGGINS, M.A., (1937) *Instructor in the Teaching of
English and Latin*
A.B., Knox College, Galesburg, Illinois ; M.A., University of Illinois ; Wellesley Col-
lege ; University of Chicago.

RUBY M. HUNDLEY, A.B., (1937) *Instructor and Supervising Teacher
in the Seventh and Eighth Grades*
A.B., Iowa State Teachers College ; State University of Iowa.

GLADYS E. LAUBHAN, B.Ed., (1937) *Instructor and Supervising Teacher
in the Fifth and Sixth Grades*
B.Ed., Illinois State Normal University ; Northwestern University.

BURTYCE J. LINCOLN, M.A., (1937) *Instructor in the Teaching of Social
Science and Physical Education*
B.A., Iowa State Teachers College ; Cedar Falls ; M.A., State University of Iowa ;
Northwestern University.

NEPHA EYMAN MC NAMARA, B.Ed., (1937), *Instructor and Supervising Teacher
in the First and Second Grades*
B.Ed., Illinois State Normal University ; Northwestern University.

ROBERT RAYMOND RUSH, M.A., (1937) *Instructor in the Teaching of Science
and Physical Education*
Director of Athletics
Ph.B., University of Chicago ; M.A., University of Iowa ; Coe College, Cedar Rapids ;
Iowa State Teachers College ; Notre Dame University.

GENEVA R. TAYLOR, M.A., (1937) *Instructor and Supervising Teacher
in the Third and Fourth Grades*
B.A., State Teachers College, Valley City, North Dakota ; M.A., University of North
Dakota ; Teachers College, Columbia University.

ERNESTINE WENE, B.Ed., (1937) *Instructor in the Teaching of Commerce*
B.Ed., Illinois State Normal University.

RURAL SCHOOLS

INEZ WHITTENBERG CHRISTEN, M.S. in Ed., (1934) *Instructor and Super-
visor of Student Teaching in the Maple Grove School*
B.Ed., Illinois State Normal University ; M.S. in Ed., Northwestern University ; Univer-
sity of Chicago.

NANCY ANNIS CLARK, M.S. in Ed., (1927) *Instructor and Supervisor of
Student Teaching in the Little Brick School*
B.Ed., Illinois State Normal University ; M.S. in Ed., Northwestern University ; Eastern
Illinois State Teachers College ; University of Chicago.

- DEWEY FRISTOE, A.M., (1931) *Instructor and Supervisor
of Student Teaching in the Houghton School*
B.Ed., Illinois State Normal University; A.M., Colorado State College of Education; University of Illinois; New York University.
- LOIS A. FRISTOE, (1931) *Instructor and Supervisor
of Student Teaching in the Houghton School*
B.Ed., Colorado State College of Education; Illinois State Normal University; University of Illinois; Teachers College, Columbia University.
- HALENA GOULD, B.Ed., (1935) *Instructor and Supervisor
of Student Teaching in the Grove School*
B.Ed., Illinois State Normal University; University of Chicago.
- WANETA SEDGWICK, B.S., (1936) *Instructor and Supervisor of Student Teaching in the Walker School*
B.S., University of Illinois; Eastern Illinois State Teachers College; Colorado State College of Education.

NATIONAL MUSIC CAMP

Interlochen, Michigan

(Affiliated with Illinois State Normal University)

- JOSEPH E. MADDY, Mus.D. *President and Musical Director*
Mus.D., Cincinnati Conservatory of Music.
(Professor of Music, University of Michigan.)
- THADDEUS P. GIDDINGS, Mus.M. *Vice-President and Director of Instruction*
Mus.M., McPhail School of Music.
(Supervisor of Music, Minneapolis Public Schools.)
- EMMA R. KNUDSON, M.S. in Ed. *Administrative Representative
of Illinois State Normal University*
B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed., Northwestern University; Jewell College; Bush Conservatory of Music; College of Pudget Sound; Teachers College, Columbia University; University of Chicago; University of Illinois.
(Director of the Division of Music Education, Illinois State Normal University.)
- *VLADIMIR BAKALEINIKOFF, Mus.D.
Mus.D., Cincinnati Conservatory of Music.
(Composer, violist. Director, School of Conducting, Hollywood, California.)
- *WILLIAM DOW BOUTWELL, B.A.
B.A., University of Illinois.
(Director National Educational Radio Project.)
- *FREDERICK FENNEL, M.A.
A.B., M.A., University of Rochester, Eastman School of Music.
(Director, Eastman School Symphony Band.)
- *†CLARKE S. KESSLER, B.A.
B.A., University of Chicago.
(Bassoonist and Official Pianist, Chicago Symphony Orchestra.)
- †SAMUEL G. KRAUSS, B.M.
B.M., Curtis Institute of Music, Philadelphia, Pennsylvania.
(First and Solo Trumpet, St. Louis Symphony Orchestra.)
- †GUSTAVE LANGENUS
Graduate Brussels' (Belgium) Royal Conservatory.
(Composer and arranger.)

†CECIL LEESON, F.C.M.

A.C.M., F.C.M., Dana Musical Institute; Arizona State Teachers College; University of Arizona.

(Saxophone Instructor, New York School of Music and Arts.)

†FRANK MILLER, B.M.

B.M., Curtis Institute of Music, Philadelphia, Pennsylvania.

(Solo Cellist, Minneapolis Symphony Orchestra.)

*GRAHAM T. OVERGARD, Mus.B.

B.S. in Mus.Ed., University of Kansas; Mus.B., Ithaca Conservatory of Music.

(Conductor of Bands, Wayne University, Detroit, Michigan.)

*HARLAN W. PEITHMAN, M.S. in Ed.

A.B., Central Wesleyan College, Warrenton, Missouri; B.M.E., M.S. in Ed., Northwestern University; Williams Band and Orchestra School, Saugerties, New York; Internationale Mozarteum, Salzburg.

(Assistant Professor of Music, Illinois State Normal University.)

†EMORY B. REMINGTON

(Solo Trombonist, Rochester Philharmonic Orchestra and Teacher of Trombone, Eastman School of Music.)

*RUDOLPH SCHRAMM

Graduate of Koeigliches Katholisches Gymnasium at Glogau; Graduate of State Conservatory, Leipzig, Germany.

(Musical Director, Federal Radio Project, Office of Education, United States Department of the Interior.)

*WILLIAM J. SKEAT, B.A.

B.A., Oliver College; Graduate from the Organ and Theory Departments, University of Michigan.

(Composer, arranger, organist, pianist.)

*†MIKAIL STOLAREVSKY, M.A.

M.A., Imperial Conservatory of Music at Kiev, Russia.

(Violinist, Cincinnati Symphony Orchestra; Viola and Violin Teacher, Cincinnati Conservatory of Music.)

*FRANK TICHY

(Teacher of Percussion Instruments, Cleveland Public Schools.)

*†PETER TKACH, M.M.

B.S., M.M., Minneapolis College of Music; University of Minnesota; Christiansen Choral School, Winona Lake, Indiana.

(In charge Public School Music Department, Minneapolis, Minnesota and Choral Music Department, Minneapolis College of Music.)

†LAURENT TORNO

(First Flute, St. Louis Symphony Orchestra.)

*JEROME WEISNER, M.S. in E.E.

B.S. in E.E., B.S. in Math., M.S. in E.E., University of Michigan.

(Assistant to the director of Radio, University of Michigan.)

†HENRY J. WILLIAMS

Royal Academy of Music, London.

(Solo Harpist, Minneapolis Symphony Orchestra.)

†OSCAR ZIMMERMAN

Graduate of Curtis Institute of Music, Philadelphia, Pennsylvania.

(String Bass, St. Louis Symphony Orchestra.)

†Private Instructor.

*Class Instructor.

ILLINOIS STATE NORMAL UNIVERSITY

FACULTY STANDING COMMITTEES

SCHOOL YEAR 1939-1940

- Apportionment**—H. O. Lathrop (Chairman), H. W. Adams, Elsie Brenne-
man, Elinor B. Flagg.
- Athletics**—C. E. Horton (Chairman), Margaret Barto, T. J. Douglass, H. J.
Hancock, L. A. Holmes, Esther Hume, H. J. Ivens, L. W. Miller.
- Entertainments, Lectures, and Concerts**—Richard G. Browne, (Chairman), C.
L. Cross, J. E. Fraley, A. C. Fries, Marion Taylor, Gladys Tipton.
- Forensics**—F. L. D. Holmes (Chairman), Mabel C. Allen, C. A. Harper, T.
J. Lancaster, F. S. Sorrenson.
- Library**—W. A. L. Beyer (Chairman), Mabel Crompton, Charles E. Decker,
W. I. De Wees, Herbert R. Hiatt, Stella V. Henderson, Helen E. Mar-
shall, E. M. R. Lankey, Eleanor W. Welch.
- Public Relations**—C. A. De Young (Chairman), H. F. Admire, Elsie Brenne-
man, J. W. Carrington, Frances Conkey, K. S. Fletcher, R. U. Gooding,
Gertrude M. Hall, C. M. Hummerlund, H. J. Hancock, C. A. Harper,
C. W. Hudelson, Emma R. Knudson, E. R. Johnson, S. G. Waggoner.
- Radio**—H. F. Admire (Chairman), R. W. Fogler, Emma R. Knudson, H. W.
Peithman, Laura H. Pricer, Lucy L. Tasher, Ruth V. Yates.
- Social**—Frances Conkey (Chairman), Gladys Bartle, Elsie Bergland, E. L.
Cole, Harold E. Frye, L. E. Laubaugh, Bertha Royce.
- Student Life and Welfare**—R. H. Linkins (Chairman), O. Lillian Barton,
Rachel M. Cooper, B. Elizabeth Dean, Bernice G. Frey, C. E. Horton,
V. M. Houston, Anna L. Keaton, Neva McDavitt, Margaret Peters, Mae
C. Warren, Jennie A. Whitten.
- Student Publications**—Esther Vinson (Chairman), H. F. Admire, Ralph L.
Boyd, F. R. Glasener, Herbert R. Hiatt, E. R. Johnson, Marion Taylor,
Florence E. Teager.
- Tests**—Stanley S. Marzolf (Chairman), C. F. Malmberg, C. N. Mills, Clar-
ence Orr, Rose E. Parker, Esther Vinson.
- Visual Education**—C. L. Cross (Chairman), Edith I. Atkin, Margaret Cooper,
Alta J. Day, W. I. De Wees, A. W. Drago, Margery Ellis, Edna
Gueffroy, Clara L. Guthrie, Stanley S. Marzolf, Marion Miller, Thelma
Nelson, Agnes F. Rice, F. S. Sorrenson, Katherine Thielen, Bernice
Tucker, Nell B. Waldron, Margaret Westhoff.

-
- University Senate**—H. W. Adams, Marion Allen, Margaret Barto, O. Lillian
Barton, W. A. L. Beyer, Elsie Brenne-
man, J. W. Carrington, Frances
Conkey, Margaret Cooper, C. E. Decker, C. A. De Young, F. T.
Goodier, L. W. Hacker, C. E. Harpster, Herbert R. Hiatt, F. L. D.
Holmes, C. E. Horton, C. W. Hudelson, Anna L. Keaton, Emma R.
Knudson, E. M. R. Lankey, H. O. Lathrop, R. H. Linkins, C. N. Mills,
H. H. Schroeder, R. M. Stombaugh, H. A. Peterson, S. G. Waggoner,
Eleanor W. Welch, Jennie A. Whitten, A. R. Williams, R. W. Fairchild.
- Administrative Council**—R. W. Fairchild (Chairman), O. Lillian Barton,
Elsie Brenne-
man, J. W. Carrington, F. T. Goodier, Anna L. Keaton, R.
H. Linkins, H. H. Schroeder.

Secretary of the Faculty, Senate, and Administrative Council—Elsie Brenne-
man.

President and Dean of the University are ex-officio members of all committees.

HISTORY OF THE UNIVERSITY

FOUNDING AND EARLY HISTORY

The Illinois State Normal University was founded in 1857, and was the second state normal school established west of the Allegheny Mountains and the ninth in the United States. Its location at North Bloomington (later called Normal) made it conveniently accessible from all parts of Illinois. Its site of fifty-six acres of beautiful campus and an experimental farm of ninety-five acres were donated by citizens of Bloomington and McLean county. Until the first building, now known as "Old Main," was ready for use in 1860, the school was housed in Major's Hall, Bloomington. The Main Building was the largest and best building of its kind in the United States at the time of its completion and is now the oldest in use for normal school purposes. New buildings have been added from time to time to meet the ever-increasing demands for more and better-prepared teachers, until now nine major buildings and three of lesser size are used to their full capacity to carry on the work of the University.

DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was but one curriculum at the Illinois State Normal University. It was comparatively elementary and could be completed by the average student in three years. It led to the normal school diploma, and was required of everyone who was graduated.

Students who expected to teach high school classes usually took additional advanced elective courses beyond the requirements for a diploma.

After 1900, two-year curricula, and, at a slightly later date, four-year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field. Today, there are nineteen four-year curricula and four two-year curricula.

In 1907 the legislature of Illinois authorized the Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work beyond that of a standard four-year secondary school. The first degree was conferred in 1908.

RANK IN ACCREDITING ASSOCIATIONS

The Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution. The University is likewise accredited by the American Association of Teachers Colleges. Graduates of the University are thus eligible to teach in any secondary school in this state and in other states.

BUILDINGS, CAMPUS AND GENERAL EQUIPMENT

THE UNIVERSITY CAMPUS

The Illinois State Normal University is fortunate in possessing a college campus which is one of the most beautiful in the Middle West. Looking southward from the Main Building, one sees a vista stretching almost the full length of the campus. This open stretch is skirted on each side by an irregular line of trees, so naturally grouped that they give the impression of a native woodland. Most of these trees were planted soon after the University was established and are at least sixty years old.

The University is indebted to the vision of Jesse W. Fell for the artistic effect gained in planting this bit of Illinois prairie. In 1857 he sent to Philadelphia to secure a landscape gardener who arranged for the planting with an eye to the future. Such vision was remarkable in those days. Illinois was a frontier state and few persons had even heard of a landscape artist.

The great variety of trees and shrubs with the birds and insects that they attract affords a rich field of study for the nature-study and biology classes. At the same time the extensive campus offers opportunities for all kinds of out-door sports. Tennis, volleyball, archery, basketball, hockey, baseball, track, and football, all have a place on the campus. From the standpoint of usefulness, as well as that of beauty, the campus adds much to the enjoyment of student life in Normal.

An outdoor stage and amphitheater have been constructed on the south campus, where the commencement exercises are now held each year. These facilities also afford excellent opportunities in the field of dramatics and are used by music organizations and other groups from the school and community, especially during the summer session.

THE UNIVERSITY FARM

The demonstration farm of the Illinois State Normal University, which is carried on under the direction of the Division of Agricultural Education, adjoins the campus and consists of ninety-five acres of choice land for the various cultivated crops and pastures adapted to the Corn Belt Region. This farm has been owned by the Illinois State Normal University since its founding in 1857.

The purpose of this farm is that of an agricultural laboratory on which may be demonstrated good farming methods for the benefit of students taking the courses in agriculture.

The farm is well-equipped for dairying and other agricultural activities, affording excellent possibilities for observation and practice. An increasingly large amount of pure-bred horses, dairy cattle, sheep and swine is available for various uses including stock judging. Considerable attention is given to the raising of various types of poultry.

The farm property, consisting of a modern house, horse barn, dairy barn, hog and sheep houses, poultry houses and other farm buildings, presents an attractive appearance following a recent and complete program of repairs and painting. Modern machinery is being added each year. It is

expected that a new stock judging pavilion and machinery building combined will be available for use with the opening of the 1939-1940 school year.

An excellent crop rotation is carried on. A careful and thorough system of farm bookkeeping is followed, through which all data of costs and receipts are recorded. These records, which are available to students in agriculture, enable the students to study scientific farming from the business point of view.

MAIN BUILDING

The Main Building, one of the land-marks of central Illinois, lovingly referred to by the alumni as "Old Main," is an imposing structure, 160 by 100 feet, surmounted by a clock-tower visible for miles around. In it are located most of the administration offices, the student lounge, the text-book library, a social science reading room, the Philadelphian and Wrightonian society halls, and twenty classrooms used chiefly for classes in education, mathematics, history, sociology, economics, English, music, and public speaking. The building has recently been rewired and new lighting fixtures have been installed.

FELL HALL

Fell Hall is located on the campus between John W. Cook Hall and McCormick Gymnasium facing east and overlooking the broad expanse of the south campus. Surrounded by beautiful trees, this hall presents one of the most attractive views on the campus.

The building is of brick construction, three stories above a basement. The two upper floors are given over largely to rooming facilities. The main floor has the dining-room, kitchen, drawing room, parlors, office, and living quarters for the Director of the Hall. The rooms for the residents are large, well-lighted, and comfortable as to heat and ventilation. There are accommodations for ninety women.

Fell Hall has been recently redecorated and refurnished. Aside from the dining-room and kitchen, new furniture will be found in all rooms. Tastefully selected rugs and draperies have made the drawing room a place of unusual beauty and charm. New furniture of Georgian design in various types adds to the dignity of this large room with its new, pewter lighting fixtures.

The student rooms, both single and double, are equipped with new maple furniture of early American design. Single beds, with high grade springs and the best type of inner-spring mattresses, provide absolute comfort. Dresser, study desk, and chairs, in addition to new and appropriate rugs, complete a picture of unusual attractiveness for a residence hall.

SMITH HALL

Smith Hall is located on University Street just across from McCormick Athletic Field. It occupies almost an entire city block which has been carefully landscaped with gardens and a spacious lawn. The Hall provides accommodations for thirty-two men, and makes possible a homelike environment for the residents, as well as a social center for the men of the campus.

This commodious gray brick house has on the first floor reception rooms, library, and a large dining room overlooking the garden. On the second floor are numerous rooms for study purposes which are the center of the home life of the residents. Ample bathroom facilities are provided in the several bathrooms on this floor. On the third floor is found a large, completely finished dormitory which, having recently been air conditioned, provides ideal sleeping quarters for the men of the house.

Hot-water heat provided from an oil furnace assures comfort at all times. The unusually large basement is gradually being converted into a recreation center for the men. A ping-pong room has already been completed.

Although Smith Hall is under the direct control of the University, the property is not owned by the State of Illinois. The University Club and the Office of the Dean of Men have the direct control of this non-profit enterprise.

JOHN W. COOK HALL

The "Old Castle," as this building is often known, is a rambling, gray stone structure of solid and substantial construction, topped by towers and battlements typical of the middle ages. The lower floor is given over to a gymnasium with locker and shower rooms and is now used by the pupils of the training schools. The school physician has offices on this floor.

The second and third floors accommodate the work of the Division of Commerce Education. On the second floor there are four recitation rooms and two instructors' offices. Here will be found the equipment in accounting and that for other commercial classes in the University High School. Modern steel furniture has been installed in the high school section. The elementary accountancy students do their work on neat sanitary desks of quarter-sawed oak. Another room, which is used for university classes, holds the equipment in typewriting and office training, and throughout the day is a hive of industry.

At the top of the winding oak staircase on the third floor are two rooms of the mezzanine type, one a conference room and the other the office of the high school commercial supervisor. Farther up and around another turn of the stair adjoining a wide hall, is the office of the director of the Division, equipped as that of a business executive, with desks, files, and office machines of the latest type. The remainder of the third floor is divided into four lecture and equipment rooms and one large office. One of these rooms is used for shorthand instruction and technique and is equipped with steel desk chairs. Another room is used for classes in accountancy. Two other rooms are given over to recitation and lecture work and are furnished with tablet arm chairs of a sturdy and attractive model. The offices and laboratories of the teaching staff in secretarial science have modern desks, files, and special equipment for mimeographing and multigraphing.

In the tower, the reception room and studio for radio station WJBC are to be found. From here, several programs are broadcast each day by students and faculty.

Recent construction on the ground or basement level has provided a large and beautiful room with unusual acoustics for rehearsal and other activities of instrumental music groups. In a large room, approximately

seventy-five by twenty-five feet, bands or orchestras of at least a hundred members can be easily cared for. An instrument room has also been constructed in connection with the rehearsal hall. Five sound-proof practice rooms, adjoining the rehearsal hall, have been recently completed.

THE UNIVERSITY LIBRARY

The University Library was established on December 23, 1858, when President Charles E. Hovey, the first president of the University, accepted a gift of 197 volumes, over half of which were government documents. Two years later, 500 scientific books were added, the property of the Illinois Natural History Society. From this beginning, the collection has grown to 73,725 bound volumes with a yearly increase of about 3,000 titles. It also contains 31,912 pamphlets and a picture collection of 11,397 items. These are classified and catalogued so as to be easily accessible to the student body. In addition, the Library receives 351 American and foreign periodicals and newspapers.

The Library Building is the second oldest on the campus. Built originally for the training school, it was remodeled in 1917 to make the present library.

On the second floor is the reading room. The walls are lined with bound periodicals published since 1915, a collection of general reference books, and special books on history and sociology. Here, too, is found a selection of books especially suited to leisure reading. The steel stack of five levels is open to students by special permission.

On the ground floor is the Educational Reserve Reading Room. Here are special books used in courses in education and psychology. The Publisher's Sample Text-book Room is, also, in the Library Building. Here are housed 5000 sample textbooks for elementary and high school subjects. These are the gifts of 65 publishers. This room is open from 9 A.M. to 12 M. and from 2 P.M. to 9 P.M. Books do not leave the room.

On the second floor of Old Main is the Reserve Reading Room for required courses in Social Science.

A Library for the pupils of the training school is on the third floor of the Metcalf Building. This is under the direction of a trained librarian and contains 6000 suitable titles as well as magazines, newspapers, and an extensive picture and clipping collection.

The Library has the following gift collections: a collection of eighteenth and nineteenth century books on agriculture, the gift of W. S. Mills of the class of 1875; the Alice Jean Patterson collection of nature study books; the McCormick collection of history; the Feek collection of general literature, the gift of John Lester Feek, who attended the University for a time as a member of the class of 1924; and the H. B. Fisher collection, made up mostly of books on education, presented to the library by Mrs. H. B. Fisher.

A well-trained library staff, composed of a librarian and six assistant librarians, is on duty to aid students in the use of the library. There is also a student staff of fifteen. The Library is open from 7:30 A.M. to 9:30 P.M., from Monday through Friday, and from 8:00 A.M. to 5:00 P.M. on Saturday.

Special library regulations are posted as occasion demands on the library bulletin board.

A new University Library, to be built and equipped at a total cost of \$556,000 is under construction and will be ready for use at the beginning of the 1940 Summer Session. This will permit the reconstruction of the present library building into much-needed classrooms.

INDUSTRIAL ARTS BUILDING

The Industrial Arts Building was built during the year 1908 to furnish the growing University with a larger and more attractive auditorium and to house various departments such as industrial arts, home economics, and the fine and applied arts.

The lower floor of the building is used for wood-working shops, an electrical laboratory, the University Press, and classrooms for the Division of Industrial Education. Two rooms are used for applied design and pottery work.

The second floor furnishes rooms for home economics and fine arts.

The auditorium, a well-lighted room which seats 1,000 people, is also located on the second floor. This is called Capen Auditorium in honor of a former member of the State Normal School Board, Mr. Charles L. Capen of Bloomington, who was a devoted friend of the University for many years. An excellent pipe-organ with electrical action is part of the equipment of the auditorium.

On the third floor are found a clothing and costume design laboratory belonging to the Division of Home Economics and several rooms now used for class work in psychology and education.

The equipment of the Division of Industrial Arts Education is the best that can be secured and has been kept in repair and made more complete from time to time. The woodworking shop contains machinery such as a surfacer, jointer, universal circular saw, trimmer, knife grinder, mortise machine, band saw, eight lathes, and about thirty Toles benches. The machines are all electrically driven. Special rooms for lumber and wood-finishings are provided near the shops. A drafting room is located on the third floor of the building.

The Division of Art Education with its equipment of up-to-date tables and stools has added to its efficiency in various ways.

The Division of Home Economics Education has an excellent foods laboratory and a dining room in addition to an office and classrooms and a clothing laboratory.

Dramatic activities of the Division of Speech Education utilize much of the available time in Capen Auditorium.

THOMAS METCALF BUILDING

The campus training school building is a three-story brick structure of modern design. It is located just east of the Main Building, with which it is connected by a bridge. This building is occupied by the kindergarten, primary, intermediate and grammar grades, and the University High School.

The first floor contains the large kindergarten room and the first grade of the elementary school, as well as laboratories for high school foods and clothing activities of the Home Economics Department. Two playrooms,

three high school classrooms, and a combined art classroom and office complete the allocations of space on this floor.

The second floor houses grades two, three and four of the elementary school, four high school classrooms, a large study hall, and the offices of the Director of the Training Schools, Director of Elementary Education, Principal of the University High School, Director of Secondary Education, and a number of staff members.

On the third floor may be found the elementary and the University High School Library, grades five, six, seven, and eight, quarters of the school nurse and additional offices of staff members.

New furniture and equipment is constantly being added to the training school rooms in an attempt to present the best possible working conditions for those who are doing their student teaching.

McCORMICK ATHLETIC FIELD

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletic Conference. It occupies eight acres at the south end of the campus, lying along University Avenue immediately adjoining the McCormick Gymnasium.

The athletic field is entirely enclosed by a Chain-Link fence seven feet in height, with gates at convenient points for the admission of spectators.

A door of the gymnasium from the men's shower room opens directly on to the field, so that, when desirable, the field may be entirely closed to spectators when practice sessions are being conducted. The field is excellently equipped for varsity and intramural sports and contains a number of practice fields, which serve as the training ground for a large number of students taking work in athletics and physical education.

In the southwest portion of the athletic field is located the varsity football field, surrounded by an excellent quarter-mile cinder track which was recently improved by the addition of a concrete curb. There is also a 220-yard straight-away and ample provision, in the nature of excellent pits and runways, for taking care of various field events.

In the northeast corner of the field is the new varsity baseball diamond recently completed in such manner as to bring forth the comment from those in position to know that it is the equivalent of many big league in-fields.

The remainder of the field has been brought to grade level to be used as a practice field for football and other sports, as well as to care for the increasing intramural program.

Directly to the east of the athletic field, ten new tennis courts, two of them hard-surface, all-weather courts, have recently been completed. A new archery range of unusual size and attractiveness is also provided in this area.

McCORMICK GYMNASIUM

The new Henry McCormick Gymnasium was erected in 1925 and is one of the finest gymnasium buildings in the state. The building is a thoroughly modern two-story brick structure, trimmed with gray stone. It is located on a slight natural elevation on the lower campus and is surrounded by stately elms and pines. Facing the east, the building overlooks the wide expanse of the main campus extending south from the Old Main Building.

The building is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building and the men occupy the south half. The main floor of the east unit contains the offices, shower and dressing rooms for the instructors, store rooms, and toilet facilities.

In the main lobby are stairways leading to the second floor where in addition to the men's and women's gymnasiums there are two large classrooms, a dance studio, a completely equipped physical examination and therapeutic room, and a store room.

The first floor of the main unit contains the dressing rooms. On the men's side, the locker room provides space for 1000 lockers. There are two large team rooms, a boxing and wrestling room, shower rooms containing a battery of twenty showers, each individually adjustable, drying rooms for athletic equipment, a large supply and store room, and toilet facilities. On the women's side, the main locker room provides individual lockers for 860 girls, private dressing rooms, private shower booths, a corrective exercise room, club room, supply room, and toilet facilities.

Stairways lead from the dressing rooms to the gymnasiums on the second floor. The women's gymnasium is 60 by 90 feet and is well equipped to provide adequate training in the various types of activities offered. The men's gymnasium is 90 by 120 feet and is completely equipped. Two large dividing nets are suspended so that they may be lowered to form three separate playing spaces of 40 by 90 feet for intramural or class work. A canvas partition can be drawn through the middle of the gymnasium dividing it into two larger floor spaces when more room for class work is desired.

A spacious storeroom for bleachers and gymnastic apparatus opens into the main gymnasium from the east unit. This arrangement permits a rapid removal of all apparatus or bleachers from the gymnasium floor so that it may be used without obstruction. The seating capacity of the gymnasium is approximately 1600. When used as an auditorium for concerts it may seat as many as 2300.

SCIENCE BUILDING

The David Felmley Hall of Science, dedicated October 10, 1930, is a three-story brick building, trimmed with stone, located east of the Library Building and north of the Thomas Metcalf Building. This building is used wholly for science and gives the University exceptional facilities for the preparation of high school science teachers. Here are located commodious lecture rooms, class rooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of agriculture, nature study, and physics.

The two rooms devoted to nature study are arranged for both laboratory and class room work. These rooms are well provided with sinks, running water for aquariums, gas, and alternating and direct currents. The location of these rooms on the ground floor gives easy access to the campus for a first hand study of materials.

A large room, which is used by the University High School for physics, is equipped for both class room and laboratory work; it was designed and equipped to serve as a model high-school physics room. It is well stocked

with practical but inexpensive apparatus. It is here that majors in physics get their student teaching experience in high-school physics.

For the work in college physics a lecture room, a recitation room, two laboratories, three dark rooms, a shop, and a store room are provided. In addition to an ample supply of the usual plumbing conveniences, these rooms are supplied with compressed air, vacuum, high pressure steam, and distilled water outlets.

On the second floor are located the class rooms for biology. This subject is taught in four large laboratories equipped with modern tables providing individual drawer space for the students. In the zoology laboratory, trapezoidal tables are used. Such a plan makes it possible for students sitting away from the windows to have adequate light facilities. The bacteriological laboratory is equipped with alberene-topped tables and with apparatus required for work in bacteriology. All laboratories are supplied with microscopes and other apparatus and materials necessary for efficient work in the biological sciences.

The high-school biological laboratory has its own complete set of equipment. In addition to the laboratories, there are three large recitation rooms and a store room for supplies in biology.

On this floor are also located the office of the Dean of Men as well as the offices of the department of biological science.

The chemistry classrooms occupy the third floor of the building. Here are located four large laboratories furnishing quarters for courses in general inorganic chemistry, organic and physiological, and analytical and physical chemistry. High-school classes are accommodated in one of the general chemistry laboratories.

In addition there are two recitation and lecture rooms, a commodious store room, a dark room, two balance rooms, and three combined offices and research laboratories, for use of members of the staff.

The laboratories are equipped with furniture of special design consisting of alberene table tops and sinks, duriron plumbing, hot and cold water, gas, electricity, steam, compressed air and vacuum, and distilled water, the last piped from a 300 gallon storage tank supplied by a steam operated still in the attic. The laboratories have ample fume chamber capacity and are ventilated by means of electrically driven duriron fans capable of changing the air in the rooms at the rate of five times per hour.

An automatic Otis elevator connects the various floors of the building with reserve apparatus store rooms in the basement. In addition to chemistry classes in the University High School, the third floor also quarters the freshman high-school classes in general science. These classes offer excellent opportunities for teacher training in the sciences.

The laboratories are well equipped with apparatus for carrying on the work undertaken.

HOME MANAGEMENT HOUSE

The Home Management House is located on the campus directly west of Fell Hall. It faces on North University Street. The house is new and will be occupied for the first time during the school year 1939. Of Georgian architecture, the building consists of two complete six room houses under

one roof accessible to each other only through the director's apartment on the second floor and the recreation rooms in the basement. Each house will accommodate six residents. Here senior students in home economics live for a period of nine weeks to satisfy the requirement for "actual home-making experience" set up by the Federal Board for Vocational Home Economics.

UNIVERSITY GREENHOUSES

The new University Greenhouse, facing University Street and west of Cook Hall, was completed by January 1, 1938. This building meets important needs of the University, especially from the standpoint of growth of materials for the beautification of the campus. It also makes available more plants and flowers for decorating purposes for various campus functions on numerous occasions.

This greenhouse consists of an office unit facing University Street and, at the back of the office, a palm house, 40 by 40 feet, with wings extending north and south, each 20 by 42 feet in size. Back, or to the east of the palm house unit, is a work shop, 36 by 36 feet, in the basement of which is space for the storage of two of the University trucks and other equipment used in connection with the buildings and grounds department.

The cost of this structure is \$25,000. It represents a completely modern type of greenhouse that will meet the needs of the University for years to come.

Although the new greenhouse is available for some limited work in connection with the science departments of the University, complete use is made by the Departments of Biology and Agriculture of the remodeled and better portion of the old greenhouse adjacent to the Science Building.

MECHANIC ARTS BUILDING AND CENTRAL HEATING PLANT

Work in auto mechanics, sheet metal and kindred activities is carried on in one unit of this building.

The central heating plant of the University, supplying heat and hot water for the several buildings as well as steam for the operation of the deep-well pump, is housed in this modern brick building.

The equipment consists of two Springfield and one Kroschell water tube boilers with a combined capacity of 1095 horse power, together with a Link-Belt Company coal and ash handling unit and Illinois chain grate stokers, boiler feed, vacuum and circulating pumps, one boiler feed water heater and the necessary tools and accessories. The complete plant is valued at \$150,000.

A well, 243 feet deep, located at the building furnishes water for the use of the University.

The capacity of the unit is sufficient to supply ample heat to all the buildings.

WITHERS PUBLIC LIBRARY OF BLOOMINGTON

The Withers Public Library of Bloomington extends a cordial welcome to all students and members of the faculty of the University. Its reference shelves and magazine files may be used at any time. Loan cards may be secured upon the same basis that other residents of Normal enjoy. This basis is that the borrower shall pay two dollars per year for his card.

STUDENT LIFE AND EXPENSES

NORMAL AS A LOCATION

Normal is an attractive suburban residential town with a population of about 7,000 people. It adjoins Bloomington, a thriving city with a population of 31,000. The two communities, originally only a mile and a half apart, have grown together and merged into one city, although they have separate municipal organizations. With their wide paved streets flanked by beautiful trees, their comfortable homes set in lawns studded with flowers and shrubbery, they offer suitable surroundings for the Illinois State Normal University. Situated in the geographical center of Illinois, the University is strategically placed for convenience of access and for future development.

Normal and Bloomington are on four steam railroad lines, the Alton, the Big Four, the Nickel Plate, and the Illinois Central. There are also the electric lines of the Illinois Terminal System. Several state and federal highways lead into the two cities, making the University easily accessible to all parts of Illinois. Inter-state bus lines also operate through Bloomington and Normal and city bus cover the two communities.

Lake Bloomington to the north of Normal, the parks, and the golf-links in and around Bloomington and Normal, added to the facilities of the attractive and spacious university campus of fifty-six acres, afford opportunities for out-door sports and recreational activities for the students and faculty.

The material advantages in the location of the Illinois State Normal University are enhanced by the unusual intellectual and aesthetic aspects of its environment. The communities are literary and musical centers. The University contributes its full quota to these cultural elements in the civic life of the two cities.

Few cities in the country offer as great opportunities for an attractive and profitable student life as do these twin cities of Illinois, located in the center of the Great Corn Belt in one of the richest agricultural regions in the world.

LIVING CONDITIONS

The town of Normal has commodious homes with ample accommodations for 1,800 students within easy walking distance of the University. Students not living at home or with relatives are required to room at approved houses. Lists of approved rooming-houses are kept at the offices of the Dean of Women and the Dean of Men. Students should consult them before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women students. The college furnishes standardized forms which are signed by both student and householder, and then filed, in the case of women students, with the Dean of Women, in the case of men students, with the Dean of Men. On these rooming agreements are printed the house rules which have been formulated by the college and accepted by the householders. These house rules

become a bona fide part of the agreement and are equally binding upon both student and householder.

Desirable modern rooms, large enough for two persons, cost each student \$2.00 a week and up. Similar single rooms rent for \$2.50 a week and up. Desirable rooms with light housekeeping privileges cost each student \$2.25 a week and up.

Board costs \$4.50 to \$5.50 a week.

Fell Hall, the women's dormitory, affords rooming and boarding accommodations for ninety women students attending the University. It is primarily a residence hall for freshman women. Besides the freshman women there are twelve honor residents, who, having attended the University for at least *one year*, are invited to live in the Hall because of outstanding scholarship, leadership, and personality. Fell Hall, always a desirable home for the women students of the University, is now especially attractive because of its recent redecoration and refurnishing.

Students desiring rooms there should address the Director of Fell Hall or the Dean of Women for a floor plan and a statement of rules governing the renting of rooms there. Board in Fell Hall costs \$5.50 a week. Double rooms cost each student \$2.50 a week; single rooms, \$3.00 a week. Board to a limited extent will be available to students living outside the Hall.

Smith Hall, the men's dormitory located across the street from McCormick Athletic Field, offers rooming accommodations for thirty-two men students of the University.

Men desiring to live in Smith Hall should address inquiries to the Dean of Men. Rooms rent for \$2.25 per week. Board costs \$5 per week.

SOCIAL LIFE AND REGULATIONS

The University has a full calendar of social functions during the year, the objective of which is to satisfy the social needs of each and every student. Faculty and students cooperate in the making and functioning of the social calendar. The University holds that a very important phase of college instruction is the social training which a student receives in connection with the activities of the institution. The student social life of the University is under the careful and thorough supervision of the faculty. The various student organizations in the University offer their benefits not only to those whose abilities are already developed, but to all who wish to participate. It is as important that latent talent and undiscovered ability be found and developed as it is that talent already developed be further promoted by the activities of the University.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively. The social functions of the University are conducted mostly by students under faculty direction and it is intended that every student shall participate in them. These activities tend to develop in the student many valuable qualities which constitute the teaching personality of the teachers college graduate.

It is expected and required of students that they observe the customs which prevail in good society. The adult attitude on the part of students

is encouraged and they are held responsible for their conduct wherever they may be, on the college campus, or elsewhere.

Regulations governing the social life in the rooming houses, the hours kept, and the callers permitted, are stated in the house rules printed on the rooming agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify the college when students do not conform to these regulations.

Illinois State Normal University assumes that students will not use intoxicating liquors either on or off the campus. Since the use of such beverages, regardless of nature or quantity, is not a part of a teacher-training program, and since employers of teachers, regardless of their personal attitude toward the liquor question, will not employ or continue in service teachers who use such intoxicants, it is expected that prospective students who are not in sympathy with this regulation will not apply for admission. It is further assumed that students who are unwilling to abide by the regulation after admission will voluntarily withdraw from the University. Such a regulation in the interest of the reputation of this teacher-training institution and that of its students places the responsibility directly upon the student, who, if he fails to abide by the regulation, will be required to sever all connections with the University.

COUNSELING SERVICE

Illinois State Normal University attempts to assist entering students in rapidly adjusting themselves to college life in general and the environment of this University in particular.

Approximately forty members of the faculty serve as counselors to advise with entering freshmen in connection with their educational programs and social life. This continuous service rendered throughout the year has been the object of favorable comments on the part of students and parents. Each counselor generally has less than twenty students to work with and this results in a great deal of personal attention and consideration to the needs of individual students. Groups are usually assigned to counselors on the basis of geographical location, generally a county unit. The first contact between counselors and student groups is made during the early part of Freshman Week and from that time students are encouraged to confer with their counselors as frequently as need arises.

PROMOTION OF HEALTH

Illinois State Normal University gives unusual attention to the promotion of the health of students. A resident University Physician, three registered, trained nurses, and a qualified office assistant give their time to the health of students in the University and training schools. The physician's offices are located in Cook Hall and the headquarters of the nurse for the training school are in the Metcalf Building.

Beginning with September, 1935, a more extensive health service provided a limited period of hospitalization for the students of the University, cared for with funds set aside from the student activity fees, such service being available under the following regulations:

1. Student participation in such health service is available only for those students who have paid or made satisfactory arrangements for their university fees. The University is not obligated for any hospital service charges of students who have not complied with this regulation.

2. A dispensary is maintained in Cook Hall, which is open during class hours. Regular office hours from 9:30 A.M. to 12 M. and 2 P.M. to 4 P.M. are maintained by the University Physician for student consultations. No charge is made for this service.

In cases of emergency occurring outside the regular office hours, the office assistant will locate the University Physician.

3. No university student is eligible for the services outlined at the expense of this fund unless he presents a card from the University Physician designating and approving the type of service to be rendered, and then only to the amount specified below.

4. In cases where the University Physician approves hospitalization, not more than \$2.50 will be paid per day for not more than seven days. This provides care in a two-bed room with another university student.

5. In cases where the University Physician approves hospitalization and a local physician is called to the hospital for the purpose of diagnosis, an amount not to exceed \$3.00 will be paid for the one such hospital call. The student must pay any physician's bill in excess of this allowance.

6. The University Physician has the privilege of approving bills for Laboratory, X-Ray, Electro-cardiogram, etc., provided the fees for such services have been agreed upon previous to the rendering of such services.

7. The cost of medicines not to exceed \$1.00 will be allowed for each hospitalization period. The student must pay any amount in excess of this allowance.

8. In emergency cases where the approval of the University Physician cannot be obtained in advance, the case may be taken to the hospital as an emergency case, following notification of some administrative officer of the University such as the Dean of Women, Dean of Men, University Dean or President, but no compensation will be allowed unless approved by the University Physician.

9. No chronic cases or ailments developed before September 11, 1939, or prior to the patient's connection with the Illinois State Normal University will be approved for hospitalization.

10. Surgeon's fees, those of special nurses, when required, and operating room fees are borne by the student.

11. The foregoing regulations apply only during the regular school year or summer session for which fees have been paid and are not applicable to regular vacation periods as indicated in the University Calendar.

The foregoing type of service has been of great benefit to both the school and the student body, since it has prevented much absence that would otherwise have resulted and has made possible early diagnosis and care that could not be afforded under other conditions. Removal of the mental hazard incidental to illness has made this new program exceedingly valuable. This type of service is undoubtedly appreciated by parents who realize that the best of care is afforded students while attending school.

STUDENT ORGANIZATIONS AND ACTIVITIES

Although there are many student organizations on the campus of Illinois State Normal University, these activities are the result of diversified interests of a large student body. A new point system is being put into effect to aid in the securing of a proper balance of student participation in activities and thus to encourage some students to form such valuable associations and to discourage others from excessive indulgence in such a program. Participation in student activities is recognized and encouraged at Illinois State Normal University as a valuable part of a complete teacher education program.

Because Illinois State Normal University is a professional school for the education of teachers and since ninety-nine per cent of the students are preparing for the teaching profession, the holding of office in any and all student organizations is limited to those expecting to teach and is not open to the few tuition or special students doing only a liberal arts type of work.

THE STUDENT COUNCIL

The Student Council is a representative body made up of two freshmen, three sophomores, three juniors, four seniors, the editors of the Vidette and Index, and the President. Its function is to discuss plans for improving the conditions and character of student life, and to make recommendations to the administration. The Student Council has the power to make nominations for all general school offices, and sponsors the school elections.

THE WOMEN'S LEAGUE

Every woman student is automatically a member of the Women's League. Through its various committees the Women's League makes it possible for the women of the student body to function as a unified group with reference to their social, ethical, and civic interests. Everything which touches the life of the women of the school is of interest to the Women's League. Every girl may be allied with some committee for the promotion of its special activities in the interest of the entire group.

THE UNIVERSITY CLUB

The University Club, formerly the Varsity Club, is an organization to which all men of the campus are eligible. The club pledges itself to promote the most wholesome kind of good fellowship among men of the campus, to encourage more men to come to Normal University, and to support athletics and all other worthy enterprises of the University. The organization stands for those things which tend toward a fuller manhood in its broadest meaning. The club has general control of the activities of Smith Hall.

THE NEWMAN CLUB

The Newman Club is an organization whose purpose is to bring the Catholic students of the University into a close bond of friendship.

GAMMA DELTA

Gamma Delta is an organization open to all Lutheran students of the University and is designed to promote fellowship among this group of students on the campus. The local chapter was formed in March, 1936.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal was the first student Y.W.C.A. in the world. From the time it was organized in 1872 by a small circle of people that met in the "White Room" of the Main Building, the Association has sought to help the girls of the school to strengthen their ideals of religion and service through study and active work. Any girl in school may become a member provided she is in sympathy with the purpose of the Association.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association is a local chapter of a great national organization which is seeking to produce a higher standard of American womanhood among college women of America. It aims to achieve this ideal through the physical, mental, and social development which women gain from cooperative recreational activities.

LITERARY SOCIETIES

There are only two literary societies in the University, Philadelphia and Wrightonia. Every person who enters the University for the first time becomes a nominal member of one of these societies. Active membership in each society is limited to thirty-five. A person is elected to active membership in the society of which he is a nominal member if, after appearing in a tryout number in music or speaking, he receives the favorable vote of the active members of the society.

DEPARTMENTAL CLUBS

- | | |
|-------------------------------------|---------------------------|
| 1. Art Club | 8. Latin Club |
| 2. Commerce Club | 9. Lowell Mason Club |
| 3. French Club | 10. Nature Study Club |
| 4. Home Economics Club | 11. Pringle-Hall Club |
| 5. Industrial Arts Club | 12. Rural Curriculum Club |
| 6. Intermediate Club | 13. Science Club |
| 7. Kindergarten Club | 14. Social Science Club |
| 15. Women's Physical Education Club | |

HONORARY SOCIETIES

1. Alpha Tau Alpha—Professional Agricultural Fraternity
2. Gamma Phi—Honorary Gymnastic Fraternity
3. Gamma Theta Upsilon—Honorary Professional Geography Fraternity
4. Kappa Delta Epsilon—Professional Educational Sorority
5. Kappa Delta Pi—Honor Society in Education
6. Kappa Mu Epsilon—Honorary Mathematics Fraternity
7. Kappa Phi Kappa—Professional Education Fraternity
8. Pi Gamma Mu—Honorary Social Science Fraternity
9. Pi Kappa Delta—Honorary Forensic Fraternity
10. Pi Omega Pi—Honorary Commerce Fraternity
11. Sigma Tau Delta—Honorary English Fraternity
12. Theta Alpha Phi—Honorary Dramatic Fraternity

SPECIAL ORGANIZATIONS

- | | |
|-----------------------------------|------------------------|
| 1. Band (concert) | 9. Male Chorus |
| 2. Band (marching) | 10. Men's Glee Club |
| 3. Blackfriars | 11. "N" Club |
| 4. College League of Women Voters | 12. Orchesis |
| 5. Fell Hall | 13. Orchestra |
| 6. Hieronymus Club | 14. Smith Hall |
| 7. Jesters | 15. Treble Chorus |
| 8. Maize Grange | 16. University Theatre |
| 17. Women's Chorus | |

ATHLETICS

A prominent place is accorded athletics in the activity program of Illinois State Normal University. Standing for the highest type of good sportsmanship, University teams have attained marked success in football, basketball, cross country, wrestling, indoor and outdoor track, baseball, tennis, and golf. The University is a member of the Illinois Intercollegiate Athletic Conference, composed of eleven colleges of the State of Illinois. This conference represents a type of competition comparable to the best in college athletics in this part of the country.

In addition to a very extensive intercollegiate program, a constantly enlarged intramural program is being carried out each year. With excellent facilities for such activities, adequate equipment and well trained instructors, it is not surprising to find a large number of students engaging in these activities. With the women students especially, archery, hockey, tennis, baseball, and golf are popular. Swimming and bowling are also included in the intramural program.

Illinois State Normal University is very fortunate in having excellent equipment for an extensive athletic program. McCormick Gymnasium cares for indoor activities in an efficient manner. McCormick Athletic Field has ample space for football, track, and baseball as intercollegiate sports, and for a far-reaching intramural program. Ten new tennis courts, two of them concrete, are located just east of the athletic field and a new archery range is being built south of these courts. The new University High School athletic field, completed during the summer of 1937, affords excellent facilities for student teaching through assisting in handling University High School sports. Few colleges in the country have the facilities for athletics, either as to quantity or quality, to be found at Illinois State Normal University.

SPEECH ACTIVITIES

Illinois State Normal University has placed much emphasis upon the field of speech, having as one of its important phases of teacher education the Division for the Education of Teachers of Speech. In addition to excellent class work, decided emphasis is placed upon oratory, extempore speaking, and debating for both men and women. The University belongs to the Illinois Intercollegiate Oratorical Association and the Illinois Intercollegiate Debate

League, which are composed of many of the liberal arts and teachers colleges of the state.

Debating for both men and women is organized as a special class, which meets Tuesday evening from 7:00 to 9:00 P.M. All students who wish to participate in Intercollegiate Debate should plan to attend this class. Students attending this class may earn from one to three semester hours of credit for participating throughout the year. No student may earn more than six semester hours of such credit while he is in college.

The University debating teams, both men and women, have been highly successful in their numerous debates throughout Illinois and surrounding states. An invitational debate tournament attracting a large number of colleges from several mid-western states is sponsored annually by Illinois State Normal University. Students who qualify through intercollegiate participation in forensics are eligible for election to Eta Chapter of Pi Kappa Delta, National Honorary Forensic Society.

MUSIC

Music is an important and vital experience in life and is a necessary part of the teacher's equipment. Illinois State Normal University, cognizant of this, endeavors to conduct a varied program of music organizations. The purpose of these organizations is twofold: to provide an enriched musical background and promote growth, and to prepare students to teach similar groups.

The major organizations are Concert Band, Varsity Pep Band, Women's Chorus, Treble Chorus, Men's Glee Club, Male Chorus, Concert Orchestra, and Laboratory Orchestra. In addition, there are a number of small ensembles.

Membership in the Concert Band, Varsity Pep Band, and Concert Orchestra is open to all University students who can qualify.

The Treble Chorus is open to all University women who qualify. It is required of all women who choose music as a teaching field and who are not members of the University Women's Chorus.

Membership in the University Women's Chorus is open to upper classmen who qualify and who have had considerable singing experience.

The Male Chorus is open to all University men who qualify. It is required of all men who choose music as a teaching field and who are not members of the University Glee Club.

University Men's Glee Club is made up of men who qualify and who have had considerable singing experience.

The Laboratory Orchestra is maintained for all students who are not sufficiently advanced to qualify for membership in the University Orchestra and Bands, and is a laboratory hour for music courses numbered 114, 121, 125, 223, 232, 234.

Illinois State Normal University announces a new affiliation that enables summer session students to do music work for credit off campus at the National Music Camp at Interlochen, Michigan, aside from the work regularly offered on the campus. Enrollment in approved courses is accepted as regular residence credit under established University regulations, this credit being of such recognized value as to make possible transfer to other institutions of higher education.

The organization of classes at the National Music Camp is the same as that of the summer session on the campus. There is one term of eight weeks. Each class meets once each day and all classes meet five days a week. Since the program at Camp is very intensive the student is urged to take a moderate load. Permission will not be granted to any one to carry more than nine semester hours during the eight weeks period.

Points will be recorded for regular participation in a music organization at camp.

The National Music Camp was created to further music education in America and to provide an outlet and a stimulus for musical talent in the youth of this country. It is an outgrowth of the National High School Orchestra of 230 players which assembled at Detroit to play before the National Supervisors Conference in 1926, and again before the Department of Superintendence at Dallas, Texas, in 1927.

The original camp was organized to meet the needs of high school students only. A constant demand from Camp alumni and teachers of music from all parts of the United States for advanced study made expansion necessary. The present Camp is composed of two units: the high school division, and the college-supervisor division. This expansion created a need for affiliation with a recognized institution of higher learning. Illinois State Normal University was offered this affiliation because of its progressive leadership in teacher education.

Illinois State Normal University is the only accrediting agency for the National Music Camp. Residence credit will be given for courses completed satisfactorily at Camp. Transcripts will be furnished upon request.

The staff at Interlochen is composed only of teachers who have established high records of attainment in the music world.

THE UNIVERSITY LECTURE COURSE

The University definitely believes in the educational value derived by the student from opportunities to hear the leading thinkers of the day, and the best that is available in the fields of music, drama, and the allied arts. A committee consisting of an equal number of faculty and student members constitutes a Lecture Board, which arranges for a series of programs during the year. The money to finance this course is secured from the student activity fee, which is paid by each student at the time of registration.

UNIVERSITY PUBLICATIONS

The yearbook at Illinois State Normal University is known as the *Index*. The editor and business manager are selected each spring by a publications board composed of faculty and students. Members of the staff are appointed by the editor.

The *Vidette* is a semi-weekly newspaper published by the students of the University. It attempts to carry all the important news of the campus and to reflect the student life at the University. This paper has received national recognition for its high quality and is an excellent laboratory for the classes in journalism. New quarters for this publication, as well as for the journalism work, have recently been provided. The editor and business manager are chosen by the publications board and the editor and faculty sponsor appoint a staff of assisting editors.

The *Alumni Quarterly*, published from the University Press, is a magazine issued four times each year and goes to members of the Alumni Association. The purpose of this publication is to keep alumni in touch with the activities of the institution.

The *Illinois State Normal University Bulletin* is the general name given to the publications sponsored by the University. Two issues of the Bulletin are the general catalog and the summer session bulletin. The other four issues are concerned with some special studies or outstanding activities that are deserving of consideration in the course of each year.

EXPENSES

The cost of attendance at Illinois State Normal University is very moderate compared with that of many institutions. School fees and living expenses will be found exceedingly reasonable. Attention is invited to the items included under the school fees and the extensive service given in return for the moderate expenditure on the part of the student.

FEES

Registration and Incidental, per semester (the only fee required of all except Lindley and State Scholarship students).....	\$30.00
Lindley and State Scholarship Students, per semester.....	15.00
Tuition for those not pledging to teach, per semester (including registration and incidental fee).....	55.00
Tuition for those pledging to teach.....	00.00
Programs of 6 semester hours or less, per hour.....	3.00
(Students taking such programs pay the regular student activity fee of \$10.00)	
Graduation Fee (payable on or before April 5, 1940).....	5.00
Additional Transcripts of Record (after first copy).....	1.00
(Transcripts issued only when all obligations have been met)	
Auditors pay the same fees as the regular students.	

Refunds of all or any portion of fees paid will not be made after the tenth day following registration of any student.

The Registration and Incidental Fee is all-inclusive and covers all general school charges and all textbooks loaned to students, as well as library, towel, shop, laboratory, typing, and other fees listed separately in past years. It further includes student activity allotment admitting to weekly campus movies, all athletic, music, lecture, dramatic, and forensic events and covers class dues, as well as providing each student with a copy of the school paper, the *Vidette*, twice each week, and a copy of the school annual, the *Index*, at the close of the school year. This same general fee also covers health and medical dispensary service through the office of the campus physician and the newly created infirmary and hospitalization service as indicated previously in this section under "Promotion of Health."

The loan of all textbooks in all courses for each student is included in the general school fee. This plan enables students to have all books needed and at a cost much less than that of the regular purchase price or that of the previously used individual book rental plan. Textbooks are not provided until all fees have been paid.

Important. All fees are due at the time of registration and under any circumstances must be paid on or before September 25, 1939, for the first

semester and February 9, 1940, for the second semester. No one will be permitted to attend classes after these dates unless all financial obligations to the University have been cared for. Requests for extension of time on fees can not be granted. No refunds on fees are granted after ten days following registration.

OTHER EXPENSES

With the payment of the Registration and Incidental Fee of \$30.00 each semester (\$15.00 for Lindley and State Scholarship students) there are no further institutional charges aside from locker fees, largely in the nature of a deposit, and the purchase of gymnasium outfits for those taking such work. The cost of the complete regulation gymnasium costume for women students will not exceed \$5.25, and for men students, \$5.00 per complete uniform. For women students the locker deposit is \$1.50, of which \$1.25 is refunded at the end of the year. For men students the locker deposit is \$1.00, which is returned at the end of the year.

Lockers in the Main Building may be rented from the business office at twenty-five cents a semester. A deposit of fifty cents is required for key padlocks and one dollar for combination padlocks.

ESTIMATED TOTAL EXPENSES

For students who pay all of their expenses, the average cost for board, room, laundry, books, school supplies, fees and all other costs connected with their life as students is approximately \$350 for the regular year of thirty-six weeks. Many students do light housekeeping and are thus able to reduce that figure decidedly.

AID TO STUDENTS

Aid to students at Illinois State Normal University may be classified under four headings: Loan Funds, Lindley and State Scholarships, Federal Financial Assistance, and Local Employment, aside from the federal program.

LOAN FUNDS

Student Loan Fund. A general student loan fund is available for students in their last year, from which they may borrow at a low rate of interest a sum not to exceed \$150. The demands on this fund have been so great that it has been inadequate to meet the needs and should not be relied upon by too many students as a source of financial assistance.

Annie Louise Keller Scholarship Fund. This fund consists of \$150 which is loaned without interest to properly qualified students selected by a special committee constituted at the time of the creation of the scholarship fund. This scholarship fund is named in honor of Annie Louise Keller, a former student at Illinois State Normal University who gave her own life in protecting the lives of all of her pupils in a rural school in Greene County during a tornado a few years ago. A fund was raised by students and faculty as a memorial to Miss Keller.

Faculty Women's Club Loan Fund. Women students who meet the standards required by the club are eligible to borrow from this fund a sum not to exceed \$150.

SCHOLARSHIPS AND AWARDS

Lindley Scholarships. For a number of years scholarships were available to eighth grade graduates who obtained them on the basis of a competitive examination and with the expressed purpose of going to a teachers college following graduation from high school. Though these scholarships are no longer being granted, there are some persons who have obtained them in the past who still hold valid scholarships of this nature. To be valid such scholarships must have been obtained after completion of the eighth grade and before entrance into high school and on the basis of a competitive examination called for the purpose of awarding these scholarships. Such valid scholarships exempt students from the payment of those fees remitted to the State Treasurer. Thus holders of these valid scholarships pay \$15.00 each semester rather than the \$30.00 charged under ordinary conditions.

New State Scholarships. Beginning with July 1, 1936, scholarships to the five state teachers colleges of Illinois were made available by legislative enactment to graduates from all high schools in the state. Every high school is entitled to one scholarship. High schools of 500 to 1000 students receive two and those high schools having over 1000 students are entitled to three such scholarships. The local school authorities select the persons to receive the scholarships which are awarded to the persons who rank highest in scholarship and who plan definitely to attend any of the state teachers colleges with the purpose of becoming teachers. If the highest ranking person does not wish to attend a teachers college the award goes to the next person in rank and on down the list until the upper 25 per cent of the graduating class has been exhausted. If no one in the upper 25 per cent of the graduating class qualifies for the scholarship, no scholarship is granted to that particular high school for that year. The scholarships are presumably awarded to persons who will make use of them the year following graduation from the high school and may be used for a period of four years. Persons holding such scholarships are entitled to exemption from such school fees as are remitted to the State Treasurer; hence, instead of a semester fee of \$30.00, the scholarship recipient pays \$15.00, which amount is designed to cover student activity fees and books. Further information beyond what high school principals and county superintendents may have regarding these scholarships will be provided upon request.

Illinois Congress of Parents and Teachers Scholarship. This scholarship of \$200 recently granted by the Illinois Congress of Parents and Teachers is made available over a four-year period to the amount of \$50.00 for each year, which covers most of the school fees for the student receiving such award. At the present time the recipient is Betty Ann Smith of El Paso, Illinois. The scholarship is based upon leadership, interest and participation in activities, scholastic ability, and other qualifications established by the donors. This scholarship is not available for consideration during the 1939-1940 school year.

The Jessie E. Rambo Award. An award of \$50 is made to a junior in the Division of Home Economics Education each year near the end of the second semester. This award which will cover practically all school fees for the following year is made on the basis of scholarship, personality, evidences of leadership, participation in campus activities and possibilities of success in the teaching of home economics.

The award is made possible by the interest and generosity of Miss Jessie E. Rambo, former Director of the Division of Home Economics of Illinois State Normal University.

FEDERAL AID

The Federal Government has provided some financial assistance to students in return for assigned work that they do for the University. During the 1938-1939 school year, this National Youth Administration program has enabled the University to help approximately 275 students in slightly varying amounts, the most common of which ranged between \$8.00 and \$12.00 per month. Each year there have generally been three times the number of applicants for such aid as could be accommodated. This assistance under federal regulation must go to children from families on relief or to those whose financial situation represents extreme need. Though the type of work to which students are assigned varies, they receive compensation in terms of a certain amount per hour for the services rendered. Last year, Illinois State Normal University had requests from over one thousand prospective students for assistance in financing their way through school. It was utterly impossible to meet this demand through any resources. Though a great deal of help was granted students, many were disappointed who applied late or whose need was not as great as that of others, according to the results of careful investigation. This University stands ready to assist worthy students but there is a growing tendency on the part of many persons who do not need financial aid to request such assistance in order to reduce the demands upon funds already at their disposal. Care is advised on the part of the student in ascertaining the seriousness of the need and substantiating requests with evidence of extreme need. Some suggested sources of assistance are indicated above. While there is no official word that the federal aid program will be continued and such official word may not be available until late in the summer, there is unusual evidence that some such program will be in operation when school opens in September. Requests for information regarding this program should be addressed to Miss Barton for the women and Mr. Linkins for the men.

EMPLOYMENT

There are some possibilities of employment of men and women students to do work, for which they obtain room or board or both or certain monetary compensation. Most of these possibilities are absorbed by students already in school but there is some possibility of suggestions of such places being made by the Dean of Men and Dean of Women. Women students wishing to secure such employment should address Miss O. Lillian Barton, Dean of Women. They should consult her before entering into any agreement with employers, and each semester should submit for her approval their class schedules. Similarly, all men students should confer with Mr. R. H. Linkins, Dean of Men.

The University requires students to secure employment in environments which are conducive to wholesome living. For this reason, students are not permitted to work in taverns or similar places where the chief function is the dispensing of alcoholic liquors.

REQUIREMENTS FOR ADMISSION

SELECTIVE ADMISSION

On October 7, 1935, the Normal School Board set the limit for the enrollment at Illinois State Normal University as 1850 students for any given semester of a regular school year. No limit was placed upon enrollment in the summer sessions. Limitation of the physical plant and inability to care for more than 1850 students were reasons for this official action.

Since the teaching profession makes increasingly greater demands in qualifications, those who seek to enter the profession should possess those physical, mental, personal, and social characteristics which are essential. Good health, a reasonable degree of intellectual ability, tact, common sense, adaptability, a sense of humor and optimism are essential qualifications. Though the Illinois State Normal University has not attempted to set up formal tests to determine whether or not an applicant is fitted to take up the preparation for the teaching profession, certain standards are used to help select those who will probably be most successful. The application for admission filled out by the student includes: a record of the student's age, health, family, background, and interests; a chronological record of his school life beyond the eighth grade; a record of participation and achievement in activities in the secondary school; and, choices as to the curriculum to be followed. The transcript of high school credits and grades as well as a confidential report given by the high school principal concerning the student's personal qualifications also play an important part in selective admission.

Admission will be further conditioned on the availability of openings in the department to which entrance is sought in view of the quota of entering students the department in question is permitted to accept. All departments have of necessity established a quota for new students on the basis of the following considerations:

1. The number of students for which teaching staff, housing, and equipment are available in the department.
2. The number of students from the department who may reasonably be expected to obtain positions when they have been graduated.
3. The number of students on whom a distinctive impression may be made by the department in order that they may not be "just another teacher" to be added to a large number of average or below average teachers, many of whom are now unemployed.

It is important, therefore, to apply for admission as soon as possible after the completion of high school work in order not to be disappointed in the possibility of getting into the field desired. It has been found, too, that in many cases it is difficult to get a statement of the high school record at a later time since part of it must be made by the principal or superintendent, who may be away in school or on a vacation where he will not have access to the necessary records.

OTHER REQUIREMENTS

Applicants for admission must be graduates of recognized or accredited high schools.

Entering students must be at least sixteen years of age but the dean may admit, on petition, a student over fifteen years but less than sixteen, who meets the requirements for admission and who is to reside, after admission to the University, with his parents, or his guardians, or with someone chosen by them.

Physical examinations are required of all entering students. As a matter of convenience these examinations for entering women students will be given at Dr. Rachel Cooper's office in Cook Hall between June 14 and August 4, 1939. Women students planning to attend Illinois State Normal University this fall should write to the doctor's office for an appointment. Only a limited number of physical examinations will be given between the above dates. Much time will be saved by having the physical examination completed before entrance.

Students may be admitted at the beginning of each semester or at the opening of the summer term. Students may enter to the best advantage, however, at the opening of the school year in September.

A student who has been dropped from another institution may not enter here until such time as he would be readmitted to the institution from which he was dropped. No student will be admitted from another institution unless he presents a letter of honorable dismissal from that institution.

APPLICATION FOR ADMISSION

Application for admission to the Illinois State Normal University should be made upon regulation blanks furnished by the University and should be addressed to the Registrar's Office. As soon as possible after complete information is received, the committee on admissions, which includes the director of the division of the first teaching field chosen, will consider the application. The candidate will then be notified whether or not he is accepted.

It is the applicant's responsibility to see that the following items, which are essential before the application can be considered, are received by the Registrar:

1. An application for admission, properly filled out by the applicant.
2. A transcript of the secondary school credits, which includes a personal record and recommendation, to be issued *after graduation* by the principal, and to be mailed by him *directly* to the Registrar. This record must be sent in on forms supplied by the University. These forms will be sent direct to the high school principal upon request.
3. An official transcript of credits and a statement of honorable dismissal from *all* schools in which the student has *registered* after graduation from high school, regardless of whether or not he wishes to receive credit for the work. The transcript should be mailed by the school *directly* to the Registrar of the Illinois State Normal University.

SUBJECTS RECOMMENDED FOR ADMISSION

Departing from the practice of previous years of requiring a specified number of units of credit in certain fields, the Illinois State Normal University

requires graduation from a recognized or accredited high school, together with other standards as listed under "Selective Admission."

Although specific units of entrance credit are no longer required for admission, it is strongly recommended that the high school record include three years of English and two years of a foreign language if the student is looking forward to graduate work. It is also advised that the student present one year of algebra and one year of geometry if he plans to prepare for upper grade teaching and a year and a half of each if he plans to complete a teaching field in mathematics. It is further suggested that the student plan his high school program in line with the fields of study he will follow in his college work.

REGISTRATION

Tuesday, September 12, 1939, and the two following days constitute "Freshmen Days" which are given over to introducing the new students to the life of the University. The program includes brief tests in English, reading, general social science, mathematics, and general intelligence and is followed by registration and enrollment with a series of social events interspersed during the three days. Directions from the school administration (President, Dean of the University, Dean of Women, Dean of Men) and the librarian form an important part of the activities during these first days. All freshmen should assemble in Capen Auditorium at 10:00 A.M., Tuesday, September 12, and are requested to stay through the entire registration period. Upper class students register on Friday. All classes begin on Monday, September 18.

New students should be present promptly on the first morning in Capen Auditorium so that they will have the benefit of all directions, including a tour of the campus with special student guides. Enrollment must be completed during the special days provided, textbooks must be secured, and assignments obtained from the various classrooms, since all classwork starts promptly the following Monday.

GENERAL REGULATIONS

SCHOLARSHIP AND CREDITS

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM

MARKS

The marks with their value in honor points are as follows:

A (Passing)	3 honor points per semester hour
B (Passing)	2 honor points per semester hour
C (Passing)	1 honor point per semester hour
D (Passing)	0 honor points per semester hour
F (Failing)	0 honor points per semester hour
Inc. (Incomplete)	0 honor points per semester hour
W (Withdrawal)	0 honor points per semester hour

"A," "B," "C," and "D" will be recorded for work which has been given passing credit.

"F" will be given to:

- (1) Students who withdraw from a course at any time without official permission.*
- (2) Students who were failing at the time of official withdrawal.*
- (3) Students who are in a course all semester but who fail to make a passing mark.

REPETITION OF COURSES

If a student fails to carry a course, he should repeat that course at the earliest opportunity.

Courses may not be repeated more than once unless permission is secured from the Dean of the University. This applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

INCOMPLETES

"Inc." will be given to students who are doing passing work but who, because of illness or other justifiable reason, find it impossible to complete the work by the end of the semester. Incompletes are not given unless the student has been in class through the 15th week of the semester and the quality of his work is such that he can complete it through special assignments and examinations. Incompletes must be cleared during the next semester a student is in school and cannot be cleared after one year has elapsed. Incompletes which are not cleared within a year automatically become failures. Exceptions to these rules may be made only with the approval of the Dean of the University.

* Official permission to withdraw from a course or from the school is given only by the Dean of the University. Employed students who wish to make changes in their programs and all students who wish to withdraw from school should first confer with the Dean of Women or the Dean of Men. In case of accident or illness which makes it impossible to secure permission to withdraw in the regular way, a letter sent to the Dean of the University explaining the situation will be sufficient.

WITHDRAWALS

"W" will be given to students who have been given an official permission to withdraw and who are passing in the course at the time of withdrawal, but who did not remain in the course long enough to earn credit without repeating the course.

HONOR POINTS

Students must have as many honor points as semester hours taken before student teaching can be assigned to them. Incompletes and withdrawals are not counted.

Students must have as many honor points as semester hours taken for graduation. Incompletes and withdrawals are not counted.

Failures are considered in the total number of semester hours taken in figuring the honor point requirement. The following case illustrates the counting of honor points:

Course	Mark	Semester Hrs. Earned	Semester Hrs. Counted in Honor Point Requirement	Honor Points Earned
English Composition 111	W	0	0	0
Contemporary Civilization 111	A	3	3	9
Biological Science 110	F	0	(3)	0
General Psychology 111	D	3	3	0
Elective	C	3	3	3
Hygiene 105	B	2	2	4
Recreational Activity 101	Inc.	0	0	0
		<hr/>	<hr/>	<hr/>
		11	14	16

The last column must total as much as, or more than, the second last column for student teaching assignments and for graduation.

PROBATION AND DROP SYSTEM

A student who fails in any semester or summer term to earn as many honor points as semester hours taken is placed upon probation for the succeeding semester or summer term. Incompletes and withdrawals are not counted. In case he fails in that semester or summer term to earn as many honor points as semester hours taken he is not permitted to continue his studies until one year has elapsed. Incompletes and withdrawals are not counted. If a student is placed on probation a second time for poor scholarship, he is required to withdraw from the University for one year. These rules may be suspended by the Dean of the University.

OTHER REGULATIONS CONCERNING PROGRAMS OF STUDY

1. Students are expected to choose one of the various curricula and to follow this program as closely as is practicable, except where elective substitutes are allowed by the Dean of the University.

2. Every student is expected to take the normal program called for by his curriculum. For a student in good health, forty-eight clock hours per week devoted to study and recitation in his regular subjects is the standard. This

does not include intermissions or time spent on society or club work or miscellaneous reading.

3. Students may not take more than eight semester hours by extension and correspondence combined during a regular school year without permission of the Dean of the University.

4. Students may take a heavier program only with the approval of the Dean of the University.

5. Students desiring to take less than twelve semester hours of class work must secure permission from the Dean of the University.

6. Prior to enrollment in classes each semester, employed students should secure from the Dean of Women or from the Dean of Men permission to register for the number of semester hours of classwork that can satisfactorily be adjusted with the employment load.

7. Permission for auditing classes or any other attendance than that on a regular credit basis must be obtained from the Dean of the University and then only as a result of payment of regular fees as described under "Expenses" in a preceding unit of this catalog.

8. At the end of the sixth week and the twelfth week, students who are failing in their work are reported to the directors of their respective divisions. Each student so reported must confer with the director and have his work adjusted to suit his ability.

9. Students should study carefully the descriptions of courses and note the prerequisites. They should arrange to take these prerequisites at the proper time.

10. Requests for transfer from one curriculum to another should be addressed to the Dean of the University.

11. Developmental courses in recreational activity are required of all freshmen and sophomores. Students who cannot profitably take the regular exercises because of age or physical disability are assigned to a special class for restricted work. No student may be graduated without 144 fifty-minute periods of physical education.

12. Before registration is completed and classwork begins in the first semester, entering freshmen are expected to take standardized tests in mathematics, English, reading, general social science, and general intelligence.

CLASS ATTENDANCE

The policy of the University is to assume that students attend classes regularly. It is recognized, however, that justifiable absences will occur and in such cases opportunity to make up the work missed may be granted by the instructor at his discretion. For the student's protection, all illnesses causing absence from even a single class should be reported to the Dean of Women, in the case of women; to the Dean of Men, in the case of men. This will make it possible for the instructor to discover whether the absence was justifiable. If the illness is of such a nature that it has been reported to the school physician, this procedure may be omitted.

It is evident that this plan places the responsibility squarely upon the student. Such a type of attendance regulation is designed to develop growth

on the part of the student in regulating his class attendance, with the assumption that students have come to the University for the purpose of getting an education and that the realization of this aim should be a matter of primary concern upon their part.

GENERAL PROVISIONS CONCERNING ADVANCED CREDIT

Credit in the form of advanced standing will be granted for work satisfactorily completed in other teachers colleges, and other colleges and universities of recognized standing only to the extent that such work satisfies the requirements of curricula of this University. Students who come from other teachers colleges, normal schools, colleges, or universities, bringing credit which is the full and fair equivalent of work required in the various curricula here, may receive credit for the work which they have taken.

Students who wish to earn credits by extension, correspondence, or in residence at other institutions to be transferred should have such courses approved before taking them.

All students who bring acceptable advanced credit and who desire to earn the degree of the University must meet all of the requirements for the degree regardless of the amount of credit which they have.

Credits may not be transferred from one curriculum to another except in a case in which a course is the full and fair equivalent in content for a course in the curriculum to which the student transfers.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

No college credit toward a degree will be given for work done in a secondary school in excess of the fifteen units required for admission except when such work is definitely post-graduate and offered as an organized curriculum, and then only if such work is recognized as being of collegiate level and accepted for credit toward a degree by the state university of the state in which the secondary school is located.

No college credit is given for teaching experience.

College credit is not granted for grades on examinations for teachers certificates.

REQUIREMENTS FOR GRADUATION

Diplomas are granted upon completion of any one of the two-year curricula.

The degree of Bachelor of Education is conferred upon students who complete any of the four-year curricula to the extent of a minimum of 128 semester hours.

The degree of Bachelor of Education is believed to be the most significant degree to be conferred at the end of a professional curriculum designed to prepare for teaching. The entire work of the University is designed for the preparation of teachers and the various curricula are professional in nature.

The requirements for graduation with the degree of Bachelor of Education for students in the secondary curriculum call for certain specified courses as outlined on page 77. Each student must complete these specified group requirements, including preparation in the subject matter of a first teaching field and a second teaching field, as well as in that of a third teaching field, when that is possible.

No student will lose credits because of the adoption of new curricula by the institution, provided he continues in the curriculum originally chosen. If the work is not continuous the new requirements must be met but the credits earned in the old curriculum will apply in the revised curriculum.

Candidates for graduation shall have approved by the registrar the program of studies they desire to follow during the sophomore or senior year, as the case may be. This program must accord with the general daily programs for the various terms and the general regulations of the University.

Before receiving a degree, the student must do at least one year (36 weeks—32 semester hours) on the senior college level in this University. All graduates from any curriculum must complete their last course or courses in this University.

Before a diploma is granted from any two-year course, at least one year of work, including the last course or courses, must be taken in this University.

Not more than one-fourth of the total number of semester hours required for graduation may be earned through extension or correspondence work and not more than one-eighth through correspondence.

Candidates for graduation in June should see that all incompletes and deficiencies are removed by the end of the twelfth week of the second semester.

Students transferring with degrees from other accredited colleges or universities may earn a Bachelor of Education degree in this University by completing a minimum of one year (36 weeks—32 semester hours) in residence; such students must have a minimum of thirty-two semester hours in education and psychology, including student teaching. The content of the year's work must meet the approval of the Dean of the University.

Students may receive the two-year diploma or the degree of Bachelor of Education at the close of the school year in June or at the close of the summer session in August. Students completing their work after the close of the summer session will not be graduated until the following June.

Candidates for graduation are expected to be present at the graduating exercises to receive their diplomas or degrees in person.

TEACHERS' CERTIFICATES

The Illinois State Normal University prepares teachers for all types of positions in the public schools of Illinois and the curricula are organized to conform to the Illinois Certification Law. Section Six of the law, which pertains to issuance of Limited State Certificates, follows:

1. A limited supervisory certificate shall be valid for four years for teaching and supervising in any and all grades of the common schools. It shall be issued to the persons who have completed 120 semester hours of work in a recognized higher institution of learning including 15 semester hours in education and who have taught successfully for four years in the common schools. It shall be renewable for a period of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning and who have taught successfully for four years in the common schools. The examination shall include English, educational psychology, sociology, the principles and methods of teaching and school administration. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours and a second time upon certified evidence that the applicant has completed the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of 120 semester hours. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

2. A limited high school certificate shall be valid for four years for teaching and supervising in the higher six grades of the common schools. It shall be issued to graduates of a recognized higher institution of learning with a bachelor's degree whose college credits shall include the following: Fifteen semester hours in education, and electives sufficient to make up 120 semester hours. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning. The examination shall include English, educational psychology, the principles and methods of secondary education and seven high school subjects chosen from a list prescribed by the examining board, one subject shall be chosen from each of the following groups: (1) Mathematics, (2) history, (3) science, (4) foreign language or English literature, or American literature. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours, and a second time upon certified evidence that the applicant has completed the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of 120 semester hours. Thereafter it shall be renewable for periods of four years upon successful teaching experience and professional growth.

3. A limited special certificate shall be valid for four years for teaching and supervising the special subject or subjects named in the certificate in any and all grades of common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 12 semester hours in education and 20 semester hours in each subject named in the certificate. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning. The examination shall include English, the principles and methods of secondary education and the special subject or subjects named in the certificate. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning including not less than 20 semester hours in each of the special subjects named in the certificate. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

4. A limited kindergarten-primary certificate shall be valid for four years for teaching and supervising in the kindergarten and in the first and second grades of the common schools. It shall be issued to graduates of a recognized kindergarten-primary training school who have completed 60 semester hours of work in such institution. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized kindergarten-primary training school. The examination shall include English and the theory and practice of kindergarten and primary work. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed the remaining 30 semester hours of work required for graduation from a recognized kindergarten-primary training school. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

5. A limited elementary school certificate shall be valid for four years for teaching and supervising in the lower ten grades of the common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 10 semester hours in education, 5 of which shall be practice teaching. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning including 5 semester hours in education. The examination shall include: Physiology, penmanship, grammar, reading, orthography, geography, History of the United States, Illinois history and civics, arithmetic, the State course of study, principles and methods of teaching, general science, algebra, English, European history, and two of the five sciences: botany, zoology, physics, chemistry and physiography. When

obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Any student interested in securing a life certificate may obtain the necessary information by consulting the Dean of the University or the Registrar. These certificates, however, may not be secured with less than four years of teaching experience, two of which shall have been in Illinois.

TRAINING SCHOOLS AND STUDENT TEACHING

The training schools at the Illinois State Normal University are maintained in order that college students may have actual teaching experience before they go out into the field. In the elementary curricula, students are assigned to teaching for an entire half day for one semester. They teach under the supervision of competent supervisors, and before the work is completed they have entire charge of the classes and the room. This work provides rich experience where theory and practice become unified.

Students in the secondary and special curricula earn eight semester hours of credit during two semesters in student teaching. The actual teaching is done under the supervision of a competent teacher, and full responsibility for the class instruction is required from the student teacher before the work is finished. In addition to the actual teaching, the student is required to do a great deal of observation, assist with home rooms, study halls, checking of attendance, assist in the high school library, and to participate in many other activities required of teachers after they begin work in the field.

FACILITIES FOR STUDENT TEACHING

The campus training schools consist of the University High School with 375 pupils and the University Elementary School with 295 pupils, including a kindergarten with about 40 pupils. The University has a cooperative arrangement with the kindergarten and elementary school at the Illinois Soldiers and Sailors Childrens School and with the Towanda schools. The students in the rural curriculum secure their teaching experience in five nearby rural schools.

UNIVERSITY HIGH SCHOOL

The University High School enrolls students from the local community and from the state at large. The pupils in the high school are not required to pay tuition, but there is a fee required that is used for the support of ordinary high school activities such as athletics, the school paper, the University moving picture, entertainments, the lecture course, and similar activities.

A principal and thirty-three teachers give personal attention to the pupils' habits of study, attendance, conduct, social life, and educational advancement. Few high schools can offer the wide range of electives and special training provided in the University High School.

Special effort is made to care for the social, literary, artistic, and physical welfare of the pupils. The school maintains debating clubs, literary societies, a student council, an athletic board, boys' and girls' glee clubs, a high school band, and a full athletic program. Considerable attention is given to the social training of the pupils by means of school and class parties, banquets, dances, and similar activities that are supervised by the faculty. School plays and dramatic activities are given a prominent place in the school program.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its graduates can enter, without an examination, any of the colleges or universities that admit on certificates of graduation, if due care has been exercised in a choice of high school subjects.

Adequate room has recently been provided on the third floor of the Thomas Metcalf Building for a library to be used by the high school and the grades. Equipped with the best of furnishings and liberally supplied with books, it plays an important part in enriching the work of both organizations.

UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School occupies the larger portion of the Thomas Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the first and second floors; and the four upper grades occupy training units on the third floor. On the first floor, there are two large play rooms and the shops in manual training and home economics. Ample play ground facilities are available. The regular staff of the University Elementary School consists of a principal, nine critic teachers, and supervisors of the elementary school. It also has supervisors of music, art, physical education, home economics, and manual arts. The University physician and the school nurse give daily attention to the health needs of pupils.

COOPERATING SCHOOLS

ILLINOIS SOLDIERS AND SAILORS CHILDRENS SCHOOL

The Cooperating Elementary School at the Illinois Soldiers and Sailors Children School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of a kindergarten, six elementary grades, and a junior high school including grades seven and eight. It is housed in a modern building which is adequately equipped for teaching the regular subjects, including home economics, manual arts, music and physical education. At present its regular staff consists of a principal and twenty-five supervising teachers.

COOPERATING RURAL SCHOOLS

The Cooperating Rural Schools are conveniently located near the University. The University furnishes transportation for the student teachers in these schools. Extensive opportunity is offered students to apply practical rural sociology, help in playground activities, and to become familiar with the basic principles of good teaching methods as they apply in rural school organizations.

TOWANDA PUBLIC SCHOOLS

The Towanda Elementary School and the Towanda High School are affiliated with the University. Four elementary rooms and four high school rooms are available for student teaching purposes. These schools give a fine opportunity for teachers in training to become familiar with the educational opportunities in a small town.

ASSIGNMENT OF STUDENT TEACHING

The assignment of students to classes in the elementary curricula will be taken care of by the director of elementary education. The assignment of student teachers to the high school classes will be made by the director of secondary education. Heads of special departments will recommend to the director of secondary education assignments that the former think should be made. All arrangements for student teaching for any given semester or summer session should be made at least six weeks before the end of the previous term.

AMOUNT OF TEACHING REQUIRED

The regular amount of student teaching for all curricula has been given on page 61. Students who have had experience and who have shown a high

standard of ability in previous teaching may be given special assignments in remedial instruction or other specialized phases of teaching which will broaden their preparation. The director of the training school, upon recommendation of supervising teachers, may require additional student teaching when it is thought advisable. Student teaching must be continued until competency has been attained, regardless of the time required or the number of credits earned.

REGULATIONS FOR STUDENT TEACHING

1. One semester of residence is required as a prerequisite for assignment to student teaching.

2. Students enrolled in four-year curricula are assigned to student teaching in their senior year.

3. Students enrolled in two-year curricula are assigned to student teaching in their sophomore year.

4. Student teaching is an integral part of the sequence of work in education and the student becomes eligible for student teaching only as the courses which precede it in the sequence have been satisfactorily completed.

5. Assignments to student teaching are made in the same grades or field of work for which the curriculum which the student is pursuing is intended to prepare him. To secure student teaching in another grade or field he must meet the requirements set up in the curriculum which prepares for that type of work.

6. Assignment of students in the division of secondary education is made in both the first and second teaching fields. To be admitted to any teaching field students are required to offer the same amount of preparation in such subject as is required by the North Central Association for teaching in the high schools of Illinois. The sequence of courses taken must be approved by the director of the division in which the student is enrolled and by the director of secondary education.

7. A student is eligible for student teaching only when he has already earned as many honor points as semester hours.

8. A student on probation is not eligible for student teaching.

9. Elementary students who have failed to qualify for student teaching during the regular school year on the basis of honor points may earn no more than six semester hours of student teaching in the summer. This will allow them to qualify for certification but not for a diploma. The additional required hours may be earned during a subsequent semester or eight-weeks summer session.

10. All students transferring to the Illinois State Normal University from other colleges or universities will be required to do one semester of work before being granted the privilege of student teaching. They will be required to have courses in Psychology and Methods, and other Education courses to make the equivalent of the four courses now offered in the freshman year of the two-year curricula or the four required courses in the sophomore and junior years of the four-year curricula.

In addition to the above requirements, to qualify for student teaching in the elementary curricula, students will be required to have had subject matter courses in at least five of the following fields: History, Geography, Music, Art, Grammar, Elementary Mathematics, Nature Study (General Biological Science), Children's Literature.

BUREAU OF APPOINTMENTS

The Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The director of the training schools is the administrative head of this service and cooperates with the directors of divisions in organizing and directing the work of the Appointment Bureau. An appointment secretary works practically full time in actively furthering the service of the Bureau. The University has many calls for rural, kindergarten, elementary, and high school teachers, elementary supervisors, and teachers of special subjects. Students who have made strong records in their chosen fields and in the training schools are usually in demand. The Bureau attempts to serve both the candidates and the schools of the state by selecting carefully those whom it recommends, with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with degrees and successful experience are frequently in demand for supervisory and administrative positions. Consequently, the committee makes an effort to follow up its graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them.

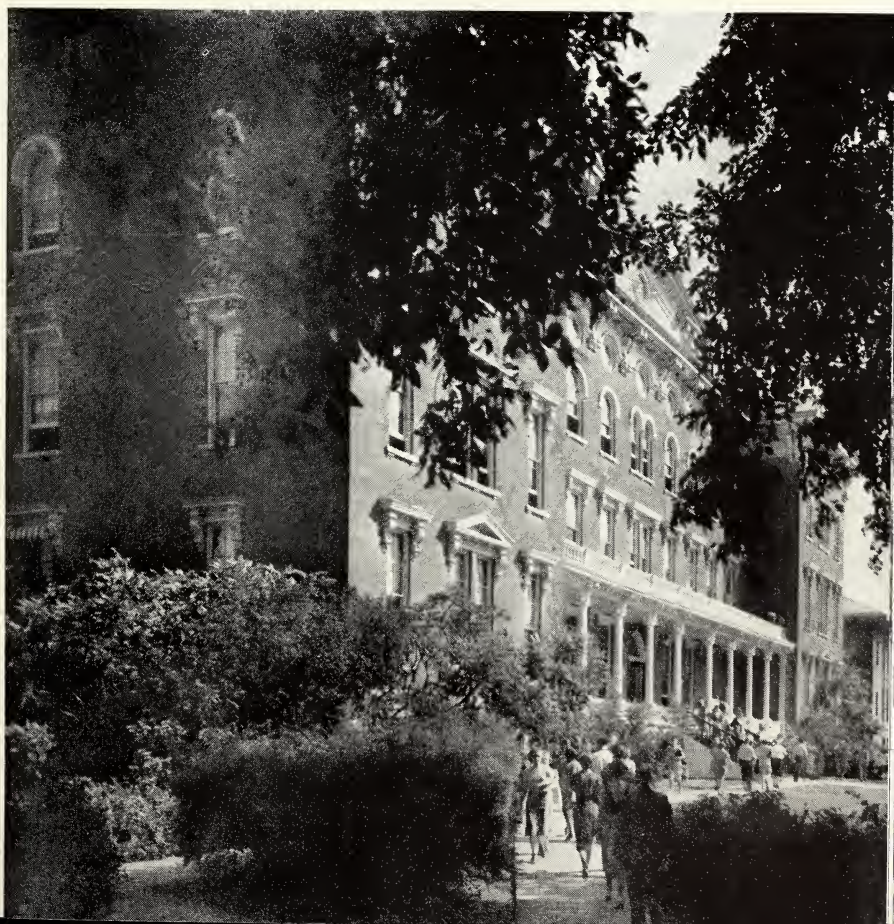
A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This record has the cooperation and assistance of all members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

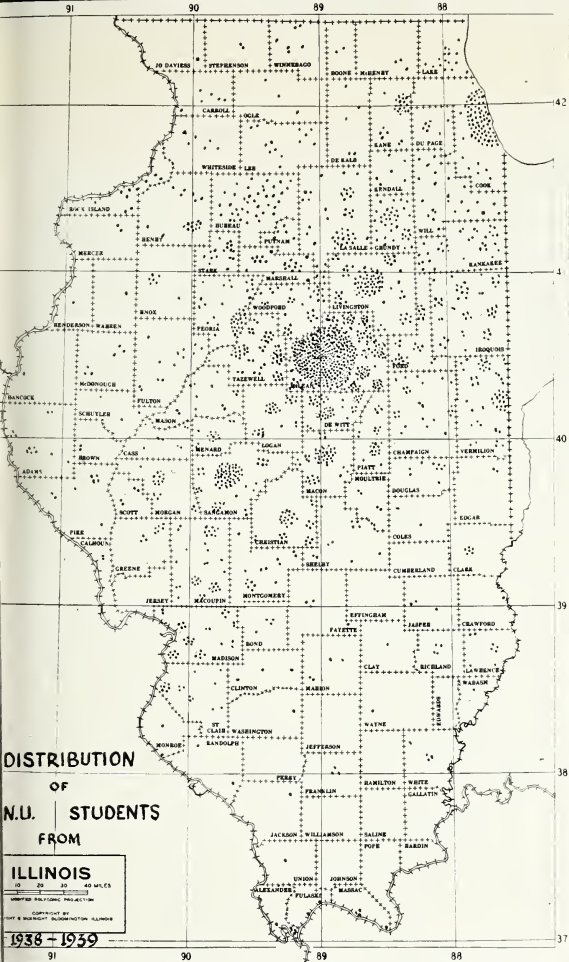
Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; the curriculum pursued; college hours of preparation in first and second teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and by the superintendents under whom the candidates have worked.

The University assists in placing many candidates in desirable positions each year. The institution is eager to help satisfy the needs of the public schools by preparing efficient teachers and by assisting its candidates to positions for which they are best prepared.



Entering Fell Memorial Gate the new student notices buildings, of which Old Main (below) is the center.





Senior guides escort freshmen on campus tours during the first day of Freshman Week.

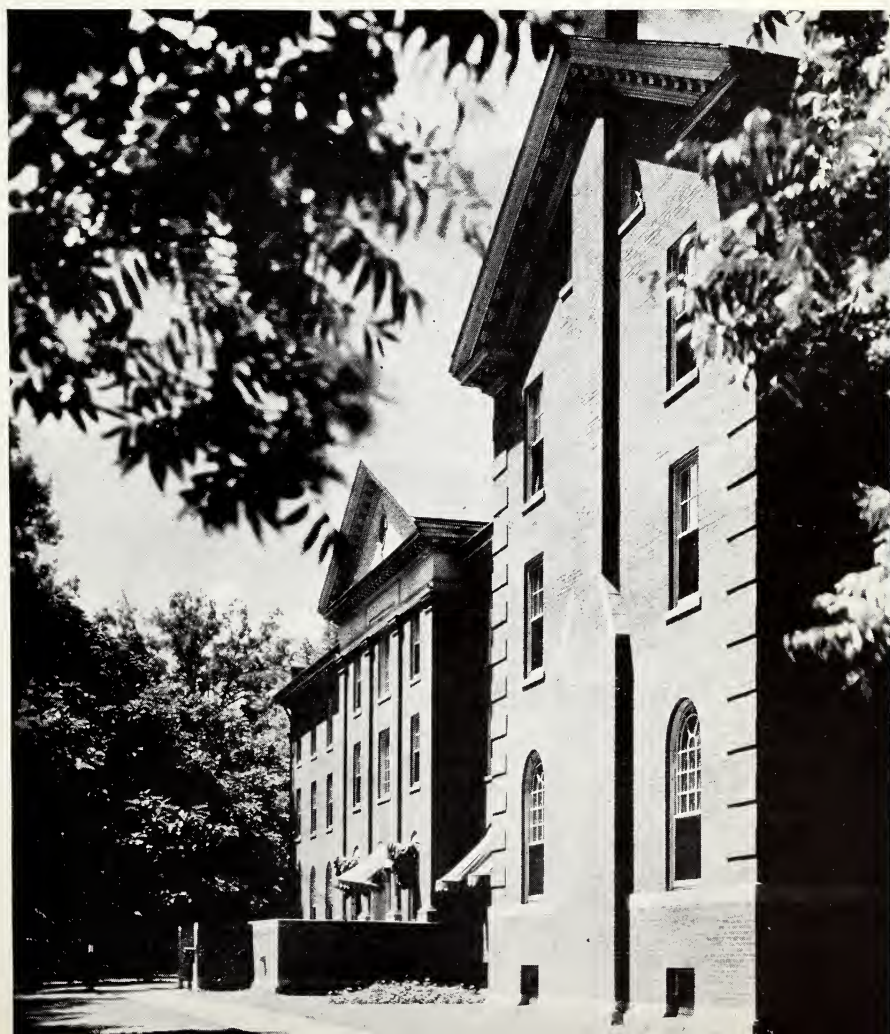


From all sections of Illinois, students enter Illinois State Normal University. Registration in McCormick Gymnasium is the final procedure before class work begins.





Campus residences for a limited number of students are Smith Hall for men and Fell Hall (below) for women.

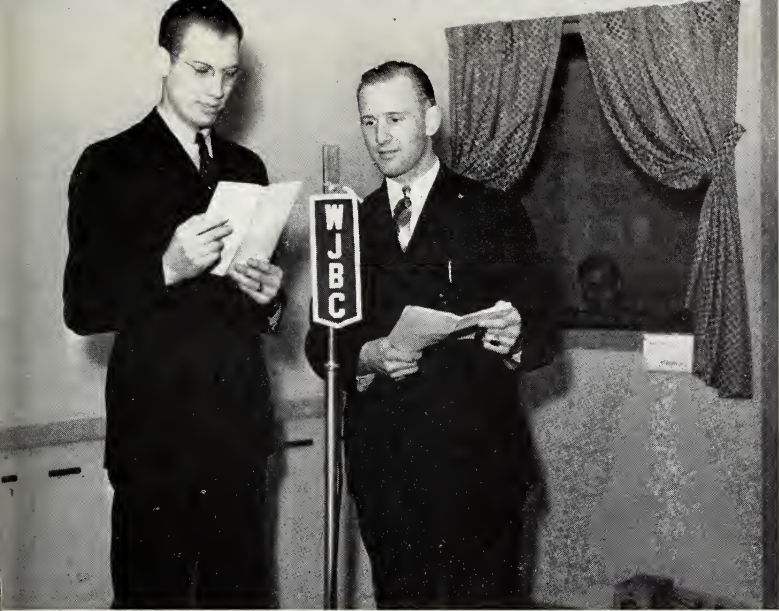






Newest buildings on the Illinois State Normal University campus are the Home Management House (above), ready in September 1939 for occupancy by seniors of the home economics department, and the University Greenhouse, an important source of materials for use in the campus beautification program.





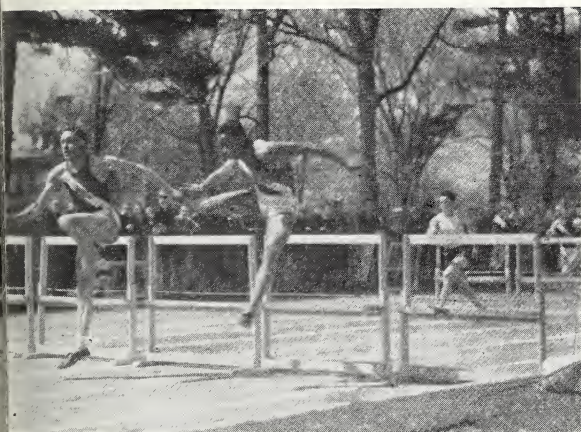
Campus studios of Radio Station WJBC, the Fell Hall drawing-room, and the Student Lounge are important centers of student life.



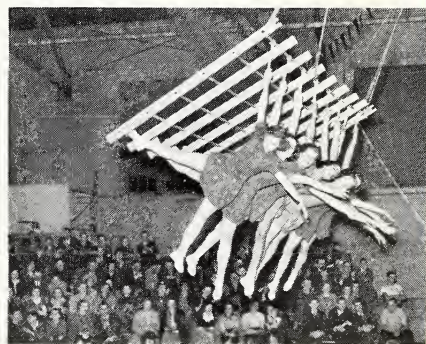
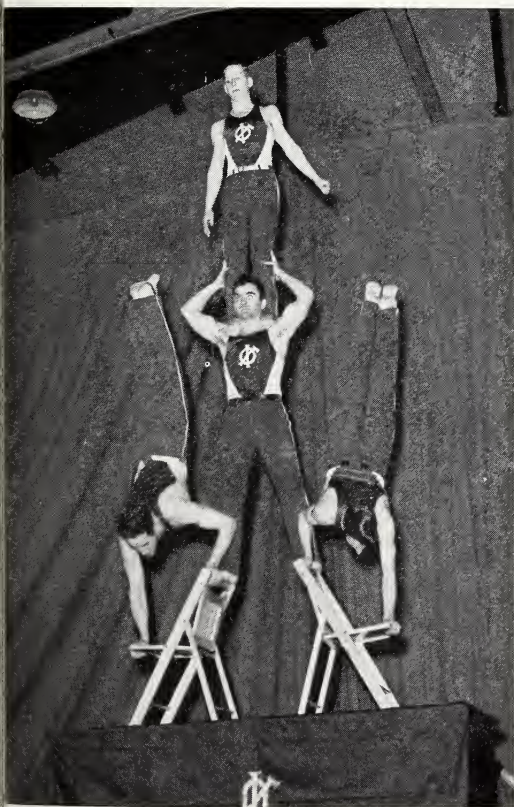




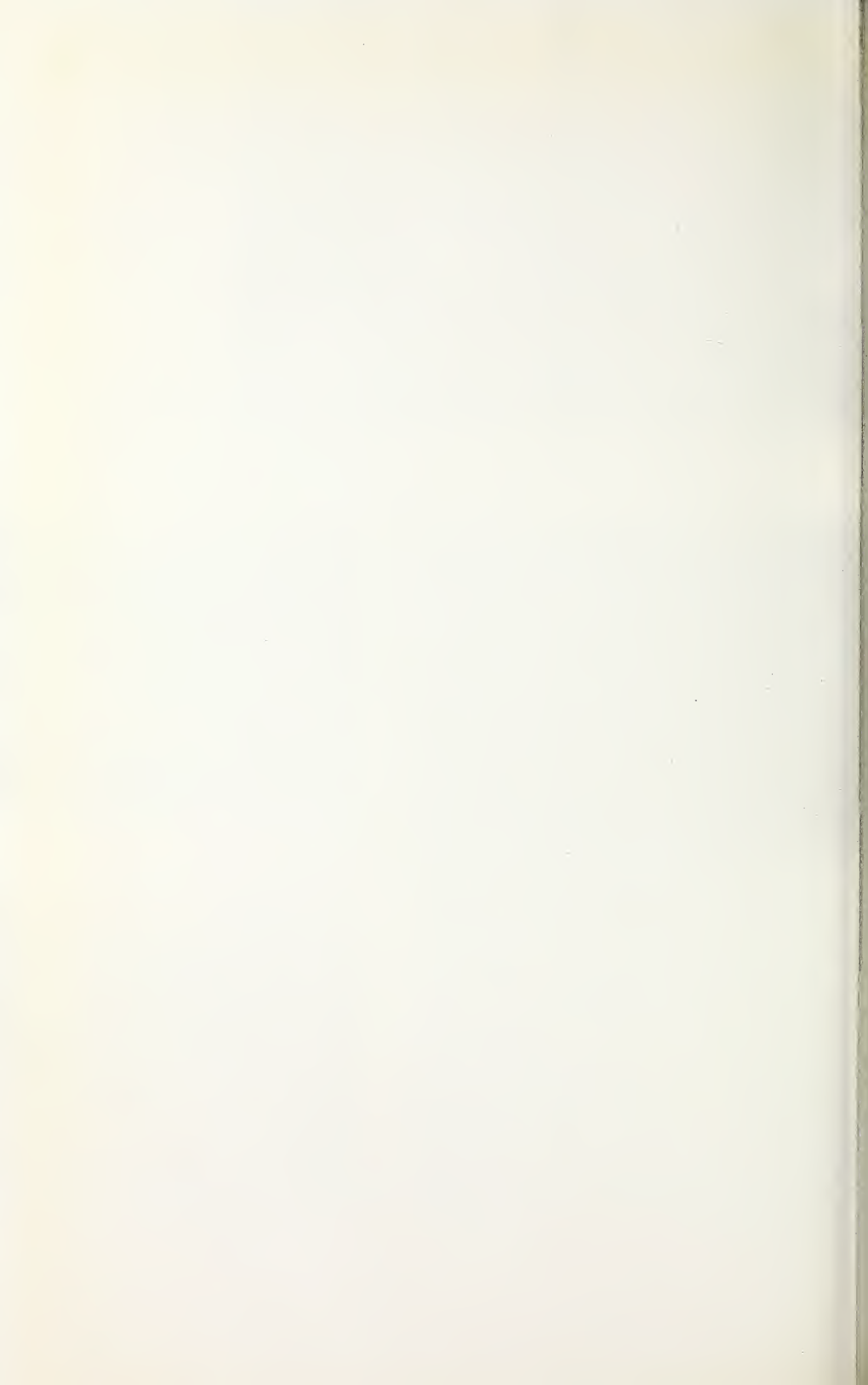
Intercollegiate athletics in eight major sports receives active support from students and faculty.







Intramural activities for both men and women attract a large portion of the student body.





Orchestra practice in Rehearsal Hall (above) and the annual tour of the Men's Glee Club represent a portion of the varied music program. Dramatic productions and the International Debate (right) are interesting contributions from the speech department each year.

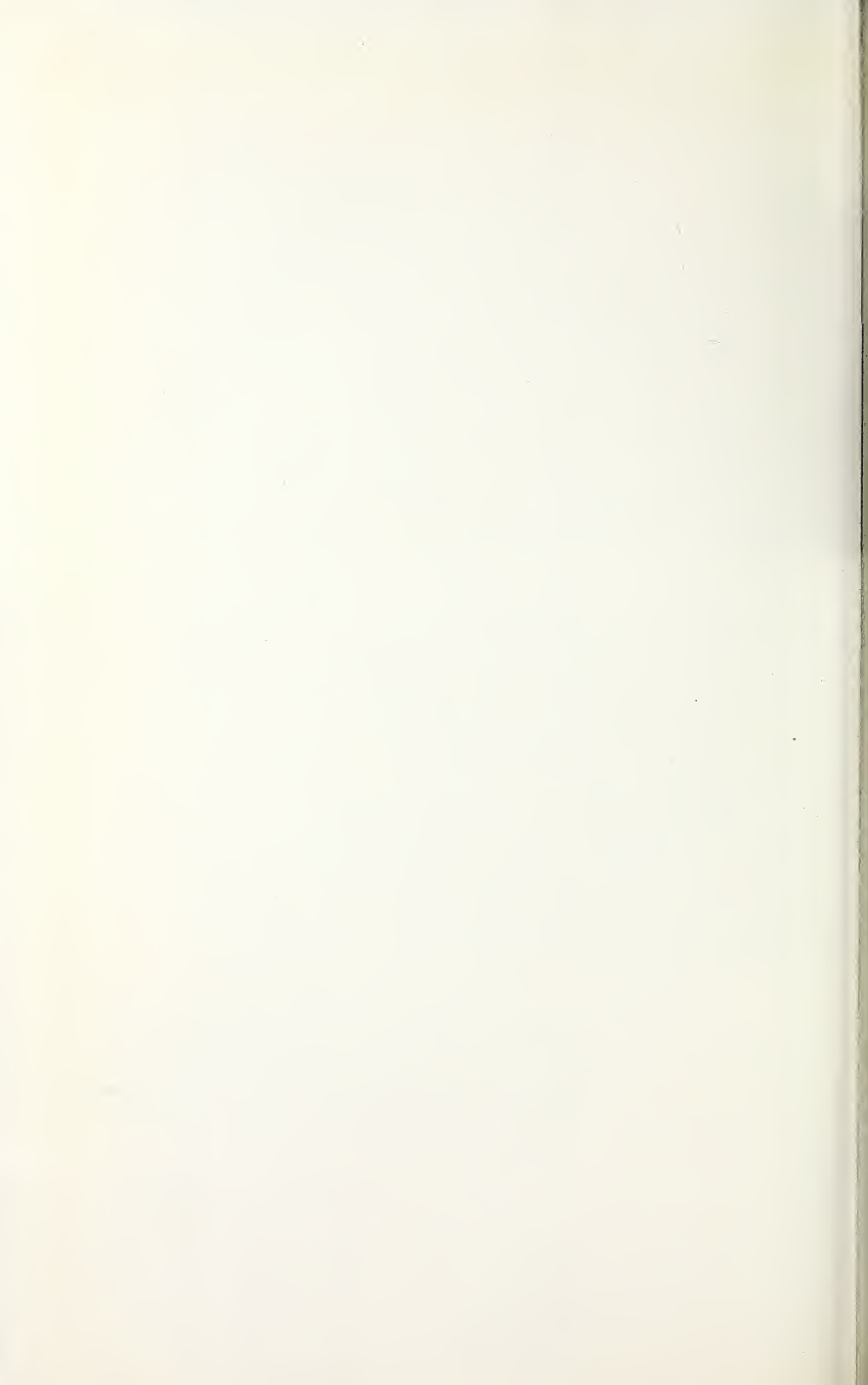






Student teaching from kindergarten through high school is a vital part of teacher education at I.S.N.U.







The filing of data in the teacher placement office and the autographing of yearbooks are forerunners of the Commencement season.





THE SUMMER SESSION

The Illinois State Normal University provides a summer session of eight weeks. Though students of the regular year attend this session in constantly growing numbers, about two-thirds of the attendance is composed of teachers in service who wish to continue their education during the summers. Regular courses with the regular staff of instructors are offered. One may definitely plan on getting the type of work that will count toward a diploma or degree on the same basis as attendance at the sessions of the regular year.

Student teaching facilities are especially emphasized. Although the University can not meet the demands for all who would like to do student teaching, all grades of the campus training school and of the Illinois Soldiers and Sailors Childrens School operate throughout the summer session. The University High School with approximately 250 students affords excellent opportunities in connection with high school teaching. Student teaching may be done only after prerequisite work in education has been taken and only after meeting the residence requirement of at least one semester of work in this institution, prior to undertaking such student teaching.

An attractive and complete summer session announcement is issued each year and is available by writing to the Director of the Summer Session. This bulletin contains a detailed description of all courses, the cost of attendance, special attractions during the summer, including the Educational Conference and Exhibit, and other types of detailed information of interest to those wishing to combine a pleasant summer with profitable work. Over two hundred courses are listed in the 1939 summer session bulletin.

The maximum number of hours permitted any student in the summer is nine semester hours of credit, which constitutes one-half of one semester.

Courses in home economics as required by the Smith-Hughes act are offered in the summer. The home management house is available and has been an asset in providing facilities for many seniors to complete their work during the summer.

One of the outstanding features of the Summer Session is the Annual Geography Field Course. The 1939 course covers Eastern North America. The trip will extend southeast as far as Chattanooga, Tennessee, and then along the Atlantic seaboard through Washington and New York as far north as Halifax, Nova Scotia. The return trip will be made up the St. Lawrence Valley. The forty-five days spent in the field provide as much as nine semester hours or a complete summer of university credit. A special circular describing the field course may be had upon inquiry to the Department of Geography.

A new feature offered for the first time in the 1938 Summer Session was the group of courses pertaining to Safety Education. Illinois State Normal University is pioneering in this field of educating teachers for the teaching of both general safety and traffic safety in the high schools of Illinois. The complete cooperation of state and national agencies enables the University to present courses of unusual value. A special bulletin describing this work is available by writing to the Director of the Summer Session.

EXTENSION WORK

After the lapse of a few years during which conditions made it impossible for the Illinois State Normal University to offer any extension courses, as was formerly done on a large scale, this popular type of field work has again been resumed. However, instead of one or two instructors devoting all of their time to such off-campus work and offering courses in several fields, the new plan arranges for regular instructors in the University to present work in their special fields, according to the demand for such specific courses.

The return to extension work will be gradual and in accordance with requests, as far as available staff members can meet desires for courses in certain fields. With the great demand for extension work it is impossible to meet all requests for classes in various centers in Illinois. It will be the policy to serve as many centers as possible. These centers will be served in the order in which requests are made or according to the size of classes that may be organized. These courses carry regular University credit. Inquiries regarding the possibility of the establishment of courses at new centers should be addressed to Dr. C. A. DeYoung, head of the Department of Education, who is Director of the Extension Division.

A bulletin entitled "Extension Service" can be obtained by writing the director of extension service. This bulletin contains information as to: the philosophy undergirding the extension service, the university credit, transfer of credit, fees and other expenses, rules and regulations, and kindred matters of value.

Regular university credit can be earned through the Illinois State Normal University Extension Division. Each course carries two semester hours of credit on the undergraduate level. Illinois State Normal University does not offer graduate courses and hence persons now possessing academic degrees and desiring a course could earn additional credit or take the course as an auditor. The courses which are not required ones will be accepted for elective courses in the particular field. They will also be accepted for credit transfer to other institutions of higher learning within the limits of their requirements.

Illinois State Normal University has discontinued the practice of offering courses by correspondence. However, under certain conditions, a limited amount of credit earned from accredited institutions on approved courses taught by correspondence will be accepted toward graduation from Illinois State Normal University. Inquiries in regard to this should be addressed to the Registrar.

ORGANIZATION AND FUNCTIONS OF THE UNIVERSITY

The University High School and the University Elementary School constitute the Campus Training Schools and are used as the laboratories of teacher education. There is also affiliated with the University for student teaching purposes the Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School, in Normal, consisting of kindergarten and nine grades. The University also has in affiliation several one-room rural schools.

The Illinois State Normal University is organized into twelve divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

Subject groups are groups of courses in a single subject or in several closely related subjects.

Each division includes work in a number of different subject groups. The training school serves as the laboratory of the divisions.

DIVISIONS OF THE UNIVERSITY

In each of the twelve divisions one or more differentiated programs of work leading to a degree are offered. Two-year curricula are organized in some of the divisions. When a student completes four years of work in a given curriculum, he is awarded the bachelor's degree.

The following are the Divisions:

- Division of Rural Education
- Division of Elementary Graded School Education
 - Field of Kindergarten-Primary Grades
 - Field of Intermediate Grades
 - Field of Upper Grades
- Division of Secondary Education
 - Field of Biological Science
 - Field of English
 - Field of French
 - Field of Geography and Geology
 - Field of German
 - Field of Latin
 - Field of Mathematics
 - Field of Physical Science
 - Field of Social Science
- Division of Agriculture Education
- Division of Art Education

Division of Commercial Education
 Division of Health and Physical Education (Men)
 Division of Health and Physical Education (Women)
 Division of Home Economics Education
 Division of Industrial Arts Education
 Division of Music Education
 Division of Speech Education

PROFESSIONAL SUBJECT MATTER FIELDS

The work of the twelve divisions is found in seventeen professional subject matter fields. In each of these fields a sufficient number of college courses is offered to provide all of the work needed for the preparation of teachers for that field. Every subject offered in the University is professionalized in the sense that its content is organized with reference to the needs of teachers.

The following are the subject matter fields:

AGRICULTURE	LATIN
ART	MATHEMATICS
BIOLOGICAL SCIENCE	MUSIC
COMMERCE	PHYSICAL SCIENCE
ENGLISH	Chemistry
FRENCH	Physics
GEOGRAPHY AND GEOLOGY	SOCIAL SCIENCE
GERMAN	Economics
HEALTH AND PHYSICAL	History
EDUCATION	Political Science
HOME ECONOMICS	Sociology
INDUSTRIAL ARTS	SPEECH

OUTLINE OF THE GENERAL CURRICULUM

The High School Curriculum as outlined is made the basis of all of the four-year curricula, except the one for elementary grade teachers. This outline indicates the requirements which are uniform in all divisions and it sets forth in a general way the objectives and purposes of the various requirements.

The High School Curriculum has sufficient flexibility to permit differentiation of preparation. Students are able to prepare themselves to teach in different units of the school system and different combinations of subjects within a given unit. There are four sub-divisions in the High School Curriculum, as follows:

A. Education and Educational Psychology: planned to bring educational theory and practice into a functional unity and to serve as the integrating factor in the entire curriculum.

B. Cultural Background: encompassing all essential elements of our modern life, designed for the general development of the individual and pointed toward his life as a member of society.

C. Professional Scholarship: giving special emphasis to the student's teaching subjects, chosen as preparation for teaching in some unit of the school system and dealing with the background for the culture materials for pupil life.

D. Recreation and Health

The High School Curriculum is outlined under these four heads and is comprehended in eight groups. Education and Educational Psychology includes Group I; Cultural Background, Groups II, III, IV, V, and VI; Professional Scholarship, Group VII; Recreation and Health, Group VIII. The requirements in each of the eight groups are outlined as follows:

A. EDUCATION AND EDUCATIONAL PSYCHOLOGY

GROUP I. EDUCATION AND EDUCATIONAL PSYCHOLOGY, 30-32 Hours.

Sophomore year: Educational Psychology 115, 3 hours; American Public Education 111, 3 hours.

Junior year: High School Problems 220, 3 hours; General Method 222, 3 hours; Education or Psychology Electives, 2 or 3 hours.

Senior year: Student Teaching, 8 hours; Introduction to Philosophy of Education 203, 3 hours; Education or Psychology Electives, 5 or 6 hours.

B. CULTURAL BACKGROUND

Every student in a four-year curriculum takes the following sequence of courses or their equivalent, which have for their objective the interpretation of contemporary civilization and culture, all with world implications:

GROUP II. ENGLISH LANGUAGE AND LITERATURE, AND FUNDAMENTALS OF SPEECH, 8 hours.

GROUP III. SOCIAL SCIENCE, 12 hours.

a. Contemporary Civilization, 6 hours.

b. History of Civilization and Culture, 6 hours.

GROUP IV. NATURAL SCIENCE IN MODERN LIFE, 9 hours.

GROUP V. GENERAL PSYCHOLOGY, 3 hours.

GROUP VI. ART AND MUSIC APPRECIATION, 2 hours.

C. PROFESSIONAL SCHOLARSHIP

GROUP VII. SUBJECT MATTER OF THE STUDENT'S TEACHING FIELDS.

The specific requirements of the various teaching fields will be found preceding the description of courses in the respective fields.

D. RECREATION AND HEALTH

GROUP VIII. RECREATIONAL ACTIVITIES AND HYGIENE, 6 hours.

- a. Recreational Activities (Two hours a week throughout the freshman year.)
- b. Games and Sports (Two hours a week throughout the sophomore year.)
- c. Social and Personal Hygiene (Two hours a week throughout one semester in the freshman year.)

SELECTION OF A CURRICULUM

The "core" of the four-year high school curricula is the same and is found on page 77. Wherever the word "Electives" occurs, the reference is not to free electives but to choice of an elective group, which, after being chosen, must be followed. The choice of the student's first teaching field determines the curriculum in which he is to be registered.

The four-year elementary curriculum is strongly recommended for all students who wish to prepare to teach in grades one to eight inclusive of city school systems. The number of city systems which require four years of training for teachers in the elementary grades is steadily increasing. Recently I. S. N. U. has been unable to supply the demand for elementary teachers with four years of training. Beginning salaries for these teachers are frequently better than salaries paid teachers in small high schools.

For the benefit of students interested in elementary school teaching who are unable to pursue the four-year course, two-year courses are still provided. Those enrolling in these curricula should understand that upon completion of a two-year course, they will not be eligible for positions in many graded school systems and that according to the records of recent years, approximately two-thirds of them may expect to locate in one-teacher schools.

Students make a tentative choice of a curriculum at entrance. During Freshman Days they receive advice and guidance by their directors and other members of the faculty. Since most of the freshman work in all secondary school curricula is identical, a student preparing to teach in high school may change his course at the end of the freshman year without loss of time.

Since so much of the work in the brief two-year curricula is specialized, it is impossible to change from one curriculum to another after the first semester of the freshman year without loss of time.

OUTLINES OF THE CURRICULA

DIVISION OF ELEMENTARY EDUCATION

FOUR-YEAR ELEMENTARY CURRICULUM

Leading to the Degree of B.Ed. and State Limited Elementary Certificate

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Directed Observation 109.....	1	Observation and Participation 110	1
Contemporary Civilization 111....	3	Contemporary Civilization 112....	3
English 110 or 111.....	3	English 111 or 112.....	3
Natural Science 101.....	2	Principles of Human Geography	
General Psychology 111.....	3	101	3
Hygiene 105	2	Natural Science 102.....	2
Introduction to Art 101.....	2	Fundamentals of Speech 110....	2
Recreational Activities 101.....	1	Health Education 108.....	2
		Recreational Activities 102.....	1
	17		17

SOPHOMORE YEAR

History of Civilization and Culture 113	3	History of Civilization and Culture 114	3
American Public Education 111....	3	Child Growth and Development 108	3
*Functional English Grammar 105 or English Elective	3	Art Processes 102.....	2
Economic Geography 113.....	3	Music Appreciation 107.....	1
Music 111	3	Children's Literature 101, 102, or 103	3
Art Appreciation 107.....	1	Social and Personal Adjustment 114	2
Recreational Activities 103.....	1	Geography of North America 114	3
		Recreational Activities 104.....	1
	17		18

JUNIOR YEAR

The Elementary School Curriculum 235	2	Classroom Problems 236.....	3
Reading Method 107.....	3	Craft Activities 127.....	2
Political Institutions in Illinois 151	2	†Music 235 (Upper Grade); or *American History or History Elective	3
Advanced Natural Science 221....	3	Elementary Agriculture 101.....	3
†Music 124 (Primary) or *American History or History Elective	3	Speech Correction 212.....	3
Arithmetic 101, 102 or 103....2 or 3		Art Problems 202.....	2
Recreational Activities for Elementary Schools 223.....	1	Recreational Activities for Elementary Schools 224.....	1
	16 or 17		17

SENIOR YEAR

Student Teaching 210.....	8	Introduction to Philosophy of Education 203	3
Teaching Problems 237.....	2	Psychology Elective	3
Electives	4	Children's Literature 201 or 202..	3
		Electives	5 or 6
			14 or 15

*To be required of those intending to teach upper grades and of all others who do not give evidence of satisfactory background.

†Students in this curriculum take either Music 124 or Music 235. The history course is taken during the alternate semester.

TWO-YEAR CURRICULUM FOR TEACHERS OF RURAL SCHOOLS

Leading to Diploma and State Limited Elementary Certificate

FRESHMAN YEAR		Semester
FIRST SEMESTER		Hours
Introduction to Elementary Education 101.....	3	
Supervised Observation 103.....	2	
English 110 or 111.....	3	
Arithmetic 104.....	3	
Music 103.....	2	
Introduction to Art 101.....	2	
Hygiene 105.....	2	
Recreational Activity 101.....	1	
		18
SECOND SEMESTER		
Psychology and Elementary School Methods 102.....	3	
Introduction to Curricular Materials 104.....	2	
English 111 or 112.....	3	
American History 115.....	3	
Principles of Human Geography 101.....	3	
Health Education 108.....	2	
Recreational Activity 102.....	1	
		17
SOPHOMORE YEAR		
FIRST SEMESTER		
Curricular Problems 105.....	3	
Children's Literature 104.....	2	
Elementary Agriculture 101.....	3	
Social and Economic Organization 161.....	3	
Functional English Grammar 105.....	3	
Natural Science 101.....	2	
Recreational Activity 103.....	1	
		17
SECOND SEMESTER		
Problems in Classroom Teaching 106.....	2	
Student Teaching 110.....	8	
Reading Method 107.....	3	
Natural Science 102.....	2	
Recreational Activity 104.....	1	
		16

Students who pursued the rural curriculum for two years and secure an urban position should take the second course in history and geography during the summer term.

The two-year curricula are offered for students who are unable to plan for four years of preparation at the present time. No two-year graduate should expect to secure a position in any of the larger elementary school systems of the state. More than half of these graduates may expect to begin their teaching in a rural school, regardless of which two-year curriculum they pursue.

TWO-YEAR CURRICULUM FOR TEACHERS OF KINDERGARTEN- PRIMARY GRADES

Leading to Diploma and State Limited Kindergarten-
Primary Certificate or State Limited Elementary Certificate

FRESHMAN YEAR		Semester
FIRST SEMESTER		Hours
Introduction to Elementary Education 101.....	3	
Supervised Observation 103	2	
English 110 or 111.....	3	
American History 115	3	
Principles of Human Geography 101.....	3	
Natural Science 101.....	2	
Recreational Activity 101	1	
		<hr/> 17
SECOND SEMESTER		
Psychology and Elementary School Methods 102.....	3	
Introduction to Curricular Materials 104.....	2	
English 111 or 112.....	3	
American History 116	3	
Introduction to Art 101.....	2	
Primary Music 101.....	2	
Hygiene 105	2	
Recreational Activity 102	1	
		<hr/> 18
SOPHOMORE YEAR		
FIRST SEMESTER		
Curricular Problems 105.....	3	
Arithmetic 101	2	
Children's Literature 101	3	
Health Education 108	2	
General Regional Geography 102	2	
Art Processes 102.....	2	
Primary Music 102.....	2	
Recreational Activity 103	1	
		<hr/> 17
SECOND SEMESTER		
Problems in Classroom Teaching 106.....	2	
Student Teaching 110	8	
Reading Method 107.....	3	
Natural Science 102.....	2	
Recreational Activity 104	1	
		<hr/> 16

Students who pursued the primary curriculum and secure a position in a rural school should take the courses in Elementary Agriculture and Social and Economic Organization (Rural Sociology) during the summer.

TWO-YEAR CURRICULUM FOR TEACHERS OF INTERMEDIATE GRADES

Leading to Diploma and State Limited Elementary School Certificate

FRESHMAN YEAR**Semester****FIRST SEMESTER****Hours**

Introduction to Elementary Education 101.....	3
Supervised Observation 103	2
English 110 or 111.....	3
American History 115.....	3
Introduction to Art 101.....	2
Music 103	2
Hygiene 105	2
Recreational Activity 101	1
	<hr/>
	18

SECOND SEMESTER

Psychology and Elementary School Methods 102.....	3
Introduction to Curricular Materials 104.....	2
English 111 or 112.....	3
American History 116	3
Principles of Human Geography 101.....	3
Health Education 108	2
Recreational Activity 102	1
	<hr/>
	17

SOPHOMORE YEAR**FIRST SEMESTER**

Curricular Problems 105.....	3
General Regional Geography 102.....	2
Children's Literature 102.....	3
Arithmetic 102	3
Functional English Grammar 105	3
Natural Science 101.....	2
Recreational Activity 103	1
	<hr/>
	17

SECOND SEMESTER

Problems in Classroom Teaching 106.....	2
Student Teaching 110.....	8
Reading Method 107.....	3
Natural Science 102.....	2
Recreational Activity 104	1
	<hr/>
	16

Students who pursued the intermediate curriculum and secure a position in a rural school should take the courses in Elementary Agriculture and Social and Economic Organization (Rural Sociology) during the summer.

TWO-YEAR CURRICULUM FOR TEACHERS OF UPPER GRADES

Leading to Diploma and State Limited Elementary School Certificate

FRESHMAN YEAR		Semester
FIRST SEMESTER		Hours
Introduction to Elementary Education 101.....	3	
Supervised Observation 103	2	
English 110 or 111.....	3	
American History 115	3	
Principles of Human Geography 101.....	3	
Natural Science 101.....	2	
Recreational Activity 101	1	
		17
SECOND SEMESTER		
Psychology and Elementary School Methods 102.....	3	
Introduction to Curricular Materials 104.....	2	
English 111 or 112.....	3	
American History 116	3	
Introduction to Art 101.....	2	
Music 103	2	
Hygiene 105	2	
Recreational Activity 102	1	
		18
SOPHOMORE YEAR		
FIRST SEMESTER		
Curricular Problems 105.....	3	
General Regional Geography 102.....	2	
Children's Literature 103.....	3	
Arithmetic 103	3	
Functional English Grammar 105	3	
Health Education 108	2	
Recreational Activity 103	1	
		17
SECOND SEMESTER		
Problems in Classroom Teaching 106.....	2	
Student Teaching 110.....	8	
Reading Method 107.....	3	
Natural Science 102.....	2	
Recreational Activity 104	1	
		16

Students who pursued the upper grades curriculum and secure a position in a rural school should take the courses in Elementary Agriculture and Social and Economic Organization (Rural Sociology) during the summer.

OUTLINE OF COURSES FOR JUNIORS AND SENIORS WHO ARE GRADUATES OF TWO-YEAR CURRICULA

Leading to the Degree of B.Ed. and State Limited Elementary Certificate

JUNIOR

FIRST SEMESTER	Semester Hours
†Children's Liter. 201 or an English Elective.....	3
Adv. Natural Science 221.....	3
Geography Elective.....	2-3
*Electives.....	7-8
	<hr/> 16

SECOND SEMESTER

†Child. Liter. 202 or an English Elective.....	3
Applied Nature Study 222.....	3
History Elective.....	2-3
*Electives.....	7-8
	<hr/> 16

SENIOR

FIRST SEMESTER

Student Teaching (2 hrs. per day).....	3
Economics or Political Science.....	2-3
Sociology Elective.....	2-3
English Elective.....	2-3
*Electives.....	4-7
	<hr/> 16

SECOND SEMESTER

Speech Correction 212.....	3
Advanced Writing 161 or Journalism 165 or Public Speaking.....	2-3
Introduction to Philosophy of Education 203.....	3
*Electives.....	7-9
	<hr/> 16

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

*Electives do not include courses in Education or Psychology.

The total number of hours required in Education and Psychology, including student teaching and philosophy of education, is thirty semester hours; the total must not exceed thirty-two semester hours.

†All students are required to take Children's Literature 201 or 202.

FOUR-YEAR CURRICULUM FOR SECONDARY SCHOOL TEACHERS

Leading to the Degree of B.Ed. and State Limited Secondary School Certificate

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
	Sem. Hrs.		Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
Contemporary Civilization 111...	3	Contemporary Civilization 112...	3
Intro. to Biological Sci. 110.....	3	Intro. to Earth Science 110.....	3
General Psychology 111.....	3	Intro. to Physical Sci. 110.....	3
Elective.....	3 or 4	Elective.....	3 or 4
Hygiene 105.....	2	Fundamentals of Speech 110.....	2
Recreational Activities 101.....	1	Recreational Activities 102.....	1
	<hr/>		<hr/>
	18 or 19		18 or 19

SOPHOMORE YEAR

Hist. of Civil. and Culture 113...	3	Hist. of Civil. and Culture 114...	3
Educ. Psychology 115.....	3	American Public Education 111...	3
Electives.....	9 or 10	Electives.....	9 or 10
Art Appreciation 107.....	1	Music Appreciation 107.....	1
Recreational Activities 103.....	1	Recreational Activities 104.....	1
	<hr/>		<hr/>
	17 or 18		17 or 18

JUNIOR YEAR

High School Problems 220.....	3	General Method 222.....	3
Education or Psych. Elective..	2 or 3*	Electives.....	12 or 14
Electives.....	10 or 11		
	<hr/>		<hr/>
	15-17		15-17

SENIOR YEAR

Student Teaching 210.....	4	Student Teaching 210.....	4
Introduction to Philosophy of		Educ. or Psychology Elective..	3 or 2*
Education 203.....	3	Electives.....	6
Educ. or Psychology Elective..	2 or 3*		<hr/>
Electives.....	6		13-12
	<hr/>		
	15-16		

* Minimum of Education or Psychology electives required, 7 hours; maximum permitted, 9 hours.

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 hours.

All students following this curriculum should investigate the definite subject matter requirements for teaching in recognized and accredited high schools as listed by the bulletin on "The Recognition and Accrediting of Illinois Secondary Schools" and the North Central Association bulletin. Information concerning these requirements is available in the offices of the director of the training school and the registrar.

REQUIREMENTS GOVERNING CHOICE OF ELECTIVES

CURRICULUM FOR SENIOR HIGH SCHOOL TEACHERS

Students in the curriculum for senior high school teachers choose their electives with the purpose of preparing themselves for their several teaching fields. Each student must select a first teaching field, a second teaching field and, when possible, a third teaching field, and in each take a sequence of courses which prepares him to teach in that field. The particular courses are prescribed. The courses which he is required to take represent the minimum.

In the division of secondary education, there are seventeen teaching fields as follows:

- | | |
|--|---|
| 1. Agriculture | 10. Home Economics |
| 2. Art | 11. Industrial Arts |
| 3. Biological Science | 12. Latin |
| 4. Commerce | 13. Mathematics |
| 5. English (literature and expression) | 14. Music |
| 6. French | 15. Physical Science (physics, chemistry) |
| 7. Geography and Geology | 16. Social Science (economics, history, political science, sociology) |
| 8. German | 17. Speech |
| 9. Health and Physical Education | |

In the freshman year students devote most of their time to the subjects prescribed in the General Curriculum for all high school teachers. At the same time they begin the study of their first teaching field.

In the sophomore year students take a second year's work in the field elected in the freshman year; at the same time, they begin the study of the second teaching subject.

The choice of the second and third teaching subjects and the courses to be taken in those fields must be approved by the director of the division. Students are given careful guidance by their directors in terms of the teaching combinations found in the high schools of the state.

The required studies of the High School Curriculum are counted toward the required amount of work in the first teaching field and the second teaching field, so that a student who chooses biology, English, geography and geology, physical science or social science, is able to add a third teaching field or to give additional time to those already chosen. Most students are urged to secure some work in a third teaching field.

COURSES OF INSTRUCTION

Definition of Credit—For credit purposes each course is assigned "semester hour" value, each "semester hour" representing one period of prepared class work per week or two periods of unprepared class work per week for one semester.

Courses of Upper and Lower Level.—The various courses are of two different grades as far as progressive advancement is concerned.

A. Freshman and Sophomore Courses. These are the comprehensive introductory courses in the various subjects offered in the freshman or sophomore year. These courses are numbered 100-199. Sophomores, juniors and seniors, in some cases, may take these courses but only a limited number of freshman and sophomore courses may be counted for graduation when taken by juniors and seniors.

B. Courses Open Only to Juniors and Seniors. These are advanced intensive courses and are not open to freshmen and sophomores. They are numbered 201-299. Two-thirds of all of the work of the junior and senior years must be in these courses.

Course Credit.—The semester during which a course is given is indicated by a Roman numeral placed after the number and title of the course, I for the first semester, II for the second semester. A number in parentheses shows the credit value in semester hours.

The following designations are used:

I (3): a course carrying three semester hours credit, given in the first semester.

II (3): a course carrying three semester hours credit, given in the second semester.

I (3) or II (3): a course which is offered each semester.

I (4) and II (4): courses which follow in sequence, one description covering the two courses.

Prerequisites are listed when required.

AGRICULTURE

Students electing Agriculture as a first teaching field take as a minimum the following courses: Agriculture 115, 116, 121, 122, 125, 211, 218, 228, 229, 235, 237, and a choice of either 213 or 232. Total: 34 hours.

Students who wish to qualify under the Smith-Hughes Law must have a minimum of 47 semester hours of technical Agriculture. Such students take the following courses: Agriculture 115, 116, 121, 122, 124, 125, 128, 211, 213, 216, 218, 225, 228, 229, 230, (231 or Industrial Arts 221), 232, 235, 237, 238, Biology 112, 201, 205, 211, Physical Science 120, 122, 124, 131, and Geology 111.

Physical Science 120 may substitute for 110, Geology 111 for Geography 110, and Biology 112 for 110.

Students electing Agriculture as a second teaching field take as a minimum the following courses: Agriculture 115, 116, 121, 122, 229, 235, and additional courses chosen from the remaining electives in Agriculture to make a total of at least 20 semester hours.

Students electing Agriculture as a third teaching field take as a minimum the following courses: Agriculture 115, 116, 121, 122, 229, 235, and additional courses chosen from the remaining electives in Agriculture to make a total of at least 20 semester hours.

A second or third teaching field in Agriculture may lead directly into a Smith-Hughes vocational preparation at a later period of study. After having completed twenty-one hours in agriculture a student may take agriculture for three summer terms and thereby complete the technical agriculture requirements for a vocational agriculture teaching position. Another alternative is to take part of the remaining work in agriculture through extension or correspondence.

101. Elementary Agriculture—I (3) or II (3)

An introductory course for rural school teachers. It is designed to orient the student in a broad way in the subject. Topics studied are: project work, 4-H clubs, agricultural organizations, cooperative marketing, soils, crops, breeds of live stock, feeds, and farm management.

115. Livestock Management—II (3)

A study of the origin, development and improvement of cattle, horses, poultry, sheep and swine; the character and form of various farm animals, as affecting their capacity for production of milk, speed, work, eggs, wool and meat; identification of types and breeds coupled with judging. The care and management of farm animals is an important part of the course.

Prerequisite: Agriculture 116.

116. Livestock Feeding Principles—I (3)

A study of the classes of feeds, nutrients and their functions in the animal body; the nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work; choice of feeds and the compounding of rations.

Prerequisite: Physical Science 120.

121. Field Crops—I (3)

A study of the methods of planting, cultivating and harvesting the common cereal and forage crops; the control of fungous diseases, insect pests and weeds; grades, improvement and judging of grains.

122. Soils—II (3)

A study of the origin, formation and classification of soils; hygroscopic, capillary and gravitational water; the effects of drainage and color of soils

on soil temperature; the granulation and puddling of soils; the preparation of seed bed, proper tillage and rotation for the various crops; increase and maintenance of productive capacity; soil treatments and management practices.

Prerequisite: Geography and Geology, 111, Physical Science 124.

124. Forage Crops—II (3)

Production, utilization and preservation, as hay or silage of principal forage crops. Special attention given to production and maintenance of meadows and pastures, and pasture mixtures.

Prerequisite: Agriculture 121

125. Orcharding—I (3)

A comprehensive study of the methods of propagation, variety, selections, planting, pruning, spraying cultivation, fertilization, harvesting and marketing of the fruits, such as apple, peach, pear, plum, cherry and other tree fruits. A further study includes the more important insects and plant diseases.

126. Small Fruit Culture—II (2)

A detailed study of principles and practices involved in the commercial and home plantings of blackberries, dewberries, raspberries, currants, gooseberries, strawberries and other small fruits.

Prerequisite: Agriculture 125.

128. Home Vegetable Gardening—II (3)

This course deals with the cultural and temperature requirements of the various kinds of vegetables commonly grown in this region. Special emphasis will be placed upon the home garden. Other topics to be considered are: fertilizers, tools, hot beds, cold frames, insect and disease control, factors influencing quality of vegetables, and storage.

202. Hay and Seed Quality—II (3)

This course is concerned with the drying, germination, selection, and storage of seed; certification, distribution and growing of better seeds; hybrid corn production, grading, judging and showing grain and hay, inspection, performance and purity tests.

Prerequisite: Agriculture 121 or 124.

205. Genetics—I (3)

This is a study of genetics based upon heredity, variation, and evolution. Though primarily for agricultural and science students, the fundamental nature of the course is such that it may be taken by other students for its rich social values.

206. Field Animals—II (3)

Birds, fish, reptiles, amphibians, and predatory as well as game animals are studied in the field. Such parasites of these animals as are harmful to man are also considered. Conservation is a component part of the course.

Prerequisite: Biology 111.

211. Agricultural Economics—I (3)

Study of the characteristics and classification of land; the present and future utilization of urban and agricultural land; forest and mineral land; property rights in water; ownership of land; land credit and land values; policies of land settlement and development, and of land taxation.

212. Agricultural Economics—II (3)

A study of the present day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

213. Farm Management—I (3)

A study of factors of production such as equipment, labor distribution, cropping systems and soils; organization and operation; types of farming.

214. Marketing Agricultural Products—II (3)

An attempt is made to follow up a recent wide interest in that phase of economics known as marketing. A careful study is made concerning processes necessary, the machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing and agricultural credit facilities.

216. Farm Accounting—I (3)

This course is a study of the application of accounting principles and forms to the farm business. Especial attention will be given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining live stock and crop production costs.

218. Elementary Dairying—II (3)

A course in the operation of Babcock machine, the testing of herds, feeding and management of herds and the testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria casein and adulterants.

Prerequisite: Agriculture 111 and 112.

219. Economic Dairy Problems—I (3)

A course dealing primarily with clean milk production, common dairy farm processing methods, such as separation, cooling, churning and storage of dairy products; sales methods, records, business methods; inspection, grading and judging of commercial products.

Prerequisite: Agriculture 218.

221. History of Agriculture—I (2)

A study of the agriculture of people of many lands of other times. Thoughtful consideration is given to tracing the main influences which have developed into the modern art and science of agriculture.

223. Rural Organizations—I (2)

The purpose of this course is to make a careful analysis of the forms, objectives and influences of public and private agricultural organizations in the United States. Some leading organizations to be considered are: Federal and state departments of agriculture, experiment stations, farm bureaus, granges, and organizations under the Smith-Hughes law.

225. Pork Production—I (3)

A study of breeds of swine, selection of breeds, care and management of breeding herd, the care and feeding of growing and fattening pigs, marketing, diseases, parasites, McLean County Hog Sanitation Program and principles of selecting and judging swine for breeding and marketing.

Prerequisite: Agriculture 115 and 116.

227. Beef Production—I (3)

A study of the beef cattle industry, the care and management of the breeding herd, the care and feeding of fattening cattle, diseases, parasites, buildings and equipment, and the fitting of cattle for show and sale.

228. Poultry Management—I (3)

A study of the selection of building site, housing, fixtures for poultry houses, and yarding, choosing of breeds; management, feeding and improvement of laying and breeding flock; selection, care and incubation of eggs; brooding and growing chicks; marketing of products; prevention and treatment of diseases of chickens; also raising of ducks, geese, and turkeys.

229. Livestock Judging—I (2)

A careful study is made of the fundamentals of live stock judging and its relation to production, marketing and showing. Individual scoring and comparative judging will be practiced. Other topics to receive attention are: show-ring practices, judging contests and breed and variety characters.

Prerequisite: Agriculture 115 and 116.

230. Farm Meats—II (2)

This course deals with farm butchering, cutting, care and curing of meats; judging of meats; correlation of conformation and finish of live animal to the quality of dressed carcass; nutritive value, economy, selection and utilization of different cuts.

231. Gas Engines and Tractors—II (2)

This course provides consideration of the construction and operation theories of engines, ignition, timing, carburetors, fuels, lubrication and adjustments for farm use, as well as trouble tracing.

Prerequisite: Agriculture 235.

232. Field Machinery—II (3)

This is a course concerned with the construction and design theories of machines used for tillage, seeding and harvesting; care, operation and management of implements; and feed preparation machinery.

Prerequisite: Agriculture 235.

233. Poultry Breeding, Judging and Exhibiting—II (3)

Fundamental genetic principles involved in poultry breeding are studied, such as transmission of egg production, broodiness, egg shell color and feather color. Breeds and types of standard bred poultry are judged by score card, by comparison, and from the exhibition of egg production standpoint. A study will be made of the preparation of poultry for show purposes. A small poultry show will be conducted by the class.

Prerequisite: Agriculture 228.

234. Elementary Landscape Architecture—II (2)

This course deals with the arrangements and planting of flowers, shrubs, trees and vines needed for the proper decoration of farmstead, home and school grounds, and also with control of diseases and pests, cultivation and pruning; fundamental principles of design; types of plans.

235. Farm Shop Work—I (2)

Major attention is given to repairs of equipment and farm machinery, care and sharpening of tools, simple construction projects using wood, rope, leather, and metal, and to the choice of tools and work in soldering.

See page 127 for "Farm Carpentry and Building Construction."

237. Agricultural Method—I (3)

A practical analysis and study is made of the instructional problems involved in the teaching of agriculture in rural schools and in the non-vocational and vocational high schools. Emphasis is placed upon the proper organization and use of reference material and data from the agricultural experiment stations and research laboratories, illustrative materials, special and general equipment, lesson planning, farm and community surveys, use of job analysis, project supervision, organization of curricula and agricultural courses in the high school, laboratory and shop methods, field trips and the extension activities of the agriculture teacher.

238. Evening and Part-Time Schools—II (3)

This is a study of the work of the teacher of agriculture in his extension activities. Methods and subject matter in evening and part-time classes as well as other extension services in vocational agriculture involving principals and vocational agriculture teachers will be considered.

241. Recent Trends in Agriculture—(Summer Only) (3)

The purpose of this course is to present the opportunity for a study of new movements and trends in agriculture as affected by legislation, genetic improvement in animals and crop plants, the economic situation, etc.

ART

Students electing Art as a first teaching field take as a minimum the following courses: Art 102, 107, 111, 112, 113, 114, 211, 224, and additional courses chosen from the remaining electives in Art making a total of 35 semester hours.

Students electing Art as a second teaching field take as a minimum the following courses: Art 107, 111, 112, 113, 114, 117, 233, and additional courses chosen from the remaining electives in Art to make a total of 22 semester hours.

Students electing Art as a third teaching field take as a minimum the following courses: Art 107, 111, 112, 113, 114, 124, and additional courses chosen from the remaining electives in Art to make a total of 16 semester hours.

101. Introduction to Art—I (2) or II (2)

An orientation course aimed to acquaint the student with fundamental art principles. Analysis and rendering of line and form, tone and color, through various media, as well as principles of construction and perspective in drawing.

102. Art Processes—I (2) or II (2)

A course for the kindergarten-primary curriculum. This continues the study of art through experiences in processes used by little children. Such processes as modeling, making pottery, weaving, and toy making are studied.

Prerequisite: Art 101 or 111.

107. Art Appreciation—I (1) or II (1)

A lecture course open to sophomores in the secondary and elementary curricula. A general survey of art principles, as exemplified in the major and minor arts, both in their historical sequence and in relation to the surroundings and background of the students.

111. Introduction to Art—I (3)

Open to home economics and art majors only.

A study of the fundamental art principles of line, form, tone and color as expressed in color and design, perspective, figure drawing and lettering through the use of various media.

112. Design and Color—II (3)

A study of design structure as to its elements. Principles are applied to work in both abstract and pictorial forms. Color and its artistic application is approached with reference to its scientific background, both physical and psychological.

Prerequisite: Art 101.

113. Modeling—I (3)

A course dealing with the study of three dimensional form through the use of clay and modeling techniques in order to broaden the student's perceptual, visual and tactile knowledge of nature.

Prerequisite: Art 101.

114. Figure Drawing—II (3)

Study of the appearance and articulation of the skeleton and muscular structure of the human body and their application to theories of action and rhythm. Studies are made in various media of the proportions of the figure according to age and sex.

Prerequisite: Art 113.

117. Lettering—I (3)

A study of the development of various letter forms from classic Roman to modern. The student is given an opportunity to develop appreciation for the beauty of letters in form and arrangement through original practice in making advertising lay-outs, book-plates and posters.

Prerequisite: Art 101 or 111.

124. Metal Crafts—II (2)

This course acquaints students with the characteristics and the possibilities in design and construction of various metals such as brass, copper, and pewter. Standards of appreciation, mastery of various techniques, and creative experimentation are stressed.

Prerequisite: Art 101.

127. Pottery—I (2)

The study of the historical developments of pottery, the methods involved in the various processes and decoration. The study of construction and use of the kiln is an important feature of the course.

Prerequisite: Art 101.

202. Art Problems in the Elementary School—II (2)

A course dealing with the art subject matter in the elementary grades. its selection, organization, and presentation.

Prerequisite: Art 102.

211. Advanced Design—I (2)

A study of design principles with creative expression in the common forms of pattern and arrangement. Practical application is made in the media of textile decoration with a linoleum block and to leather tooling.

Prerequisite: Art 112.

212. Costume Design—II (2)

A brief historical survey of the apparel modes from the past to present. The specific problems of design and color, as well as personality and psy-

chology in relation to dress for the individual, are planned in the representation of costumes.

Prerequisite: Art 114, or consent of instructor.

223. Home Planning—I (3)

A course dealing with the application of art principles to the home, its surroundings, plan and construction, as well as phases of interior planning. The treatment of walls and floors, the selection and arrangement of furnishings and color are the subjects considered.

Prerequisite: Art 112.

224. Art History—II (3)

A course planned to serve as a ground work for the understanding of the arts. Art manifestations from past to present are surveyed for an understanding of the developmental forces behind the various movements and the evolution of these movements into modern art.

233. Water Color—I (3)

A course aimed to develop in the student a technical mastery of water color as an expressive medium.

Prerequisite: Art 112.

235. Illustration—I (2)

A study of the techniques and media of illustration as required in the commercial field. The subject matter includes the study of the commercial processes in black and white and color with reference to problems of reproduction.

Prerequisite: Art 114.

236. Oil Painting—II (3)

The development of the technique of oil painting, including the view points of the various schools of expression. The studies lead from still life to portraiture.

Prerequisite: Art 112.

BIOLOGY

Students electing Biology as a first teaching field take as a minimum the following courses: Biology 110, 111, 112, 121, 122, 131, 132, and additional courses chosen from the remaining electives in Biology to make a total of 37 semester hours.

Students electing Biology as a second teaching field take as a minimum the following courses: Biology 110, 111, 112, and (121, 122) or (131, 132) and additional courses chosen from the remaining electives in Biology to make a total of 20 semester hours.

Students electing Biology as a third teaching field take as a minimum the following courses: Biology 110, 111, 112, and (121, 122) or (131, 132) and additional courses chosen from the remaining electives in Biology to make a total of 18 semester hours.

101. Natural Science—I (2)

This is the first of a series of two courses of integrated science required in all of the elementary school curricula. Various aspects of plant and animal life and of the physical environment with which children are most likely to have contact are taken up. Subject matter is related to elementary school situations and is applied to an understanding of such broad concepts and scientific principles as apply to everyday life.

102. Natural Science—II (2)

A continuation of Natural Science 101. Emphasis is placed upon physical science of the home, food relationships and interdependence of lower organisms, green plants and animals, and upon spring expressions of plant and animal life.

105. Hygiene—I (2) or II (2)

The subject matter of the course is related to the factors actually determining health with special consideration given to the principles and practices of health promotion. The course is based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community.

108. Health Education—I (2) or II (2)

The course is primarily concerned with the teaching and supervision of school health in the grades and with the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum to the health program of the school is considered.

Prerequisite: Biology 105.

110. Introduction to the Biological Sciences—I (3) or II (3)

This course is a component part of the science series required in all four-year curricula and is primarily concerned with the influence of the biological sciences upon the course of human affairs. It is also correlated with the course in hygiene required of all students.

111. General Biological Science—I (3)

This is a general introductory course in biology leading to a study of comparative physiology. As a basis for the understanding of fundamental life processes, as much of the anatomy and physiology of higher animals is taught as time permits. The course is open to those choosing biology as one of their teaching fields.

112. General Biological Science—II (3)

The scope of botany together with its economic applications and its position in the field of education is outlined in this course. The course deals with the fundamental principles essential to a study of the structure, functions, and classification of seed plants. The experimental phases of the work are concerned with life processes common to both plants and animals.

Prerequisite: Biology 111.

121. Comparative Zoology—I (3)

This is an intensive study of animal forms of the invertebrate group.

Prerequisite: Biology 111.

122. Comparative Zoology—II (3)

The work done in Comparative Zoology 121 continues into a thorough study of representative forms of the Phylum Chordata. The phylogenetic method of procedure is supplemented by embryological studies.

Prerequisite: Biology 121.

131. Comparative Botany—I (3)

In this course the way is paved for an understanding of the complexities of structure and function of our useful plants by a study of their more simple ancestors. While the course is largely a morphological and taxonomic study of the Thallophytes and Bryophytes, such considerations are not regarded as ends in themselves but are used in the interpretation of those broad and sweeping principles essential to an understanding of life and existence.

Prerequisite: Biology 112.

132. Comparative Botany—II (3)

A study is made of the external form and internal structure of the vascular plants in which groups phylogenetic relationships are traced. The work develops into a field course in which facility in the ready identification of plants by means of keys and manuals as well as some comprehension of the ecological factors governing the distribution of plants are outcomes of the term's work.

Prerequisite: Biology 131.

201. Entomology—I (3): 202. Entomology—II (2)

The subject matter of these two courses serves as an introduction to the structure, physiology, behavior, development, transformations, distributions and economics of insects. The laboratory exercises include a study of the structures by which insects are classified as well as practice in collecting, mounting and identifying insects.

Prerequisite: Biology 111.

205. Genetics—I (3)

This is a study of genetics based upon heredity, variation, and evolution. Though primarily for agricultural and science students, the fundamental nature of the course is such that it may be taken by other students for its rich social values.

206. Field Animals—II (3)

Birds, fish, reptiles, amphibians, and predatory as well as game animals are studied in the field. Such parasites of these animals as are harmful to man are also considered. Conservation is a component part of the course.

Prerequisite: Biology 111.

211. Introductory Bacteriology—I (3)

This is a course in bacteriology planned to meet the needs of students in agriculture, home economics, health-sanitation, and science in general. Yeasts, fungi, and bacteria are studied in relation to human welfare.

Prerequisite: A laboratory course in biology.

212. General Bacteriology—II (2)

This course is a direct continuation of Introductory Bacteriology. It is designed for those students who need more specific information both in regard to bacteriological methods of procedure and applications than is contained in the first course in bacteriology.

Prerequisite: Biology 211.

214. Plant Pathology—II (3)

A study is made of those types of plant disease caused by bacteria and fungi.

Prerequisite: Biology 112.

215. Plant Physiology—I (2)

Plant Physiology as it deals with the reactions of plants to natural factors in their environment and their further response under the hand of man is studied in this course.

Prerequisite: Biology 112.

221. Advanced Natural Science—I (3)

A study is made of the influences which certain conspicuous features of the natural environment have upon plant and animal life. While the approach is largely that of the naturalist and conservationist, it is realized that the processing of products of the field and farm at centers of industry involves a chain of scientific processes which must be taken into consideration for a full understanding of modern life. The course aims to foster creative effort in the teaching and supervision of science in the elementary and junior high school.

Prerequisite: Biology 101 and 102, or Biology 110 and 111.

222. Applied Nature Study—II (3)

This course is designed to foster a spirit of scientific leadership on the part of the teacher, i.e., self reliance in a more critical study of phases of the natural environment such as constellations and plant and animal groups, as well as recognition of the significance of the immediate physical factors in such studies with a view toward their use in the more social aspects of science, namely, in boy and girl scouting, in garden clubs, in nature study organizations, in civic improvement, and in the cultivation of wholesome activities. The assembly of collections and the care of museum material naturally receive attention.

Prerequisite: Biology 221.

232. Methods and Materials in High School Biology—II (3)

This course deals with the outcome that should be aimed at in the teaching of biology in the high school; with the selection and organization of subject matter for high school courses; with the methods of laboratory and classroom instruction; with the collection and preservation of laboratory and museum materials; with the position of biology in the health program of the school; and with the general current problems of science teaching in the high schools.

Prerequisite: Biology 122 or 132.

250. The Human Body—Morphology, Function and Behavior—I (3) or II (3)

This is a laboratory and lecture course particularly designed to meet the needs of teachers colleges. Special attention is given to an understanding of human behavior as explained by studies in endocrinology and neurology. The physiology of muscular activity is also stressed.

Prerequisite: Biology 122.

COMMERCE

Students electing Commerce as a first teaching field take as a minimum, one of the following sequences:

Group I. Commerce 111, eight hours in typing to be chosen from (112, 113, 114, 116, 141), 115, 117, 122, 123, 124, 131, 132, 143 or 212 (secretarial sciences) Total: 32 hours.

Group II. Commerce 111, 119, 131, 132, 231, 232, 241, 242, 252, 253, 254, 255 or 256 (accounting and law) Total: 34 hours.

Students electing Commerce as a second teaching field take as a minimum, one of the following sequences:

Group I. Commerce 112, 113, 114, 116, 122, 123, 124, 143 or 212 (secretarial science) Total: 19 hours.

Group II. Commerce 117, 131, 132, 231, 232, 241, 242 (accounting and law) Total: 20 hours.

Group III. Commerce 111, 131, 132, 252, 253, 254, 256 (general business) Total: 20 hours.

Group IV. Commerce 111, 117, 252, 253, 254, 255, Psychology 211 (distributive business) Total: 18 hours.

Students electing Commerce as a third teaching field take as a minimum one of the following sequences:

Group I. Commerce 112, 113, 114, 116, 122, 123, 124, 143 (secretarial sciences) Total: 19 hours.

Group II. Commerce 117, 131, 132, 231, 232, 252 (accounting) Total: 17 hours.

Group III. Commerce 131, 132, 252, 253, 255, 256 (business administration) Total: 18 hours.

Group IV. Commerce 241, 242, 252, 253, 255, 256 (business administration and law) Total: 18 hours.

Group V. Commerce 111, 117, 252, 253, 254, 255, Psychology 211 (distributive business) Total: 18 hours.

NOTE: Students entering with some preparation in typewriting and shorthand in high school or private school, may modify the sequences in secretarial sciences under advisement.

111. Elements of Business—I (3)

Introductory survey course for freshmen in commerce and required of all freshmen who elect a first teaching field in commerce. The topics studied cover a survey of fundamental business activities; borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business operation. The object is to orient the student to business thinking.

112. Typewriting—II (2)

This is a course for freshmen in commerce who have had no instruction on the typewriter. At the end of the semester the student is expected to have a knowledge of the machine and must be able to type smoothly, accurately and continuously on straight copy material for ten minutes.

113. Typewriting—I (2) or II (2)

This course follows Typewriting 112 and is organized for sophomores. However, freshmen will be admitted if they have had sufficient preparation in high school or private school. The objective is to carry individual skills in operation to a minimum attainment of thirty-five words per minute. Instructional methods are in the syllabus.

Prerequisite: Commerce 112, or one year of high school typewriting.

114. Typewriting—I (2) or II (2)

Attention is given to the building of speed and at the end of the course the student must submit three ten-minute tests with a net rate of at least fifty words per minute. He is also expected to show reasonable skill in setting up all forms of letters, typing legal and business documents, tabulation, and in cutting stencils.

Prerequisite: Commerce 113, or two years of high school typewriting.

115. Business English—I (2)

Open to juniors in the commerce fields. This course emphasizes the fundamental principles that govern the several kinds of business letters and give practical methods of handling the more typical situations. All types of letters are prepared and discussed. The course is a combined study of the business letter and practical English.

116. Typewriting—I (2) or II (2)

This course includes units in advanced correspondence, dictation, legal and business documents, and the student is expected to maintain a high standard of work. Open to students who have had two years of high school typewriting, and who omit typewriting 112 and 113. Methods will be included in the syllabus.

Prerequisite: Commerce 114.

117. Elementary Business Mathematics—I (2) or II (2)

This is a background course for commerce groups, especially as a preliminary to advanced business mathematics, and will provide training for students planning to teach high school business arithmetic. Problem material in this course will deal with fundamental business calculations.

119. Advanced Business Mathematics—I (2)

This course is designed as an elective for students majoring in Commerce Group II, and will include problem material covering merchandising, financial statements and analysis, and other problems basic to accounting. This course is the equivalent of what has been listed as Business Mathematics 117 prior to this time (Fall 1939).

Prerequisite: Commerce 117.

122. Shorthand—II (3)

This is an elementary course covering eight chapters in the *Gregg Manual* and the corresponding chapters in *Direct Method Materials in Gregg Shorthand*. Writing by sound, construction of outlines according to principles, good writing technique, and ability to write from dictation are taught through much reading of shorthand and through daily drill and dictation of continuity matter.

123. Shorthand—I (3) or II (3)

Open to sophomores, or to freshmen who have had one year of high school training. The course is a continuation of Shorthand 122. It completes the *Manual* and the reading text, continues with dictation and vocabulary building, and introduces transcription. Dictation speed of seventy or eighty words per minute is expected of the average student, with sixty as a minimum requirement on a five-minute test.

Prerequisite: Commerce 122, or one year of high school shorthand.

124. Shorthand—I (3) or II (3)

This is primarily a dictation and transcription course with emphasis on letter set-up, principles of business English, and development of transcribing

speed and ability. Speed objective: 100 words per minute for five minutes is expected of the average student, with eighty word rate the minimum requirement.

Prerequisite: Commerce 123, or two years of high school shorthand.

131. Accounting—I (3)

The business equation is the introduction. The student is taken through a study of operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Through a gradual development of accounting theory, the course leads to a study of business records in single proprietorship and in partnership. The student has practice with controlling accounts, columnar journals, adjusting and closing books. The "work sheet" is much used.

132. Accounting—II (3)

A sequence course following Accounting 131. Corporation accounting is introduced. The course further leads to a consideration of cost accounting elements, and cost records, and the preparation of manufacturing statements. Much problem material is used in order to give the student sufficient opportunity for practice in accounting usage. The interpretation of financial statements is made a part of the course.

Prerequisite: Commerce 131.

141. Advanced Office Practice—I (2)

An advanced course in office techniques and management designed to give the student practice in assuming various office duties, to supervise office routine, and to gain a measure of skill on the various office machines currently in business use. Open only to students electing secretarial science as a first field.

Prerequisite: Commerce 114 or 116, or six semester hours in type-writing.

143. Shorthand Methods and Materials—I (2) or II (2)

The aim of this course is to give the student a good background of understanding as to what should be emphasized in the teaching of shorthand, and how these various phases can best be taught. A study is made of the various methods or approaches in current use and of all available textbooks. Students taking this course cannot receive credit in Commerce 212.

Prerequisite: Commerce 124.

212. Methods and Materials in Shorthand—(Summer only) (3)

This is a methods course in shorthand teaching and is intended for teachers in service who wish to strengthen their technical qualifications to meet certificating requirements in Illinois and in other states. Attention is given to the direct method and much supplementary material is considered.

Prerequisite: The equivalent of five semester hours in shorthand, or a degree, and the ability to pass proficiency tests. Students who have had Shorthand 36 or Commerce 143 should not take this course.

213. Methods and Materials in Typewriting—(Summer only) (3)

Methods of teaching typewriting and the use of teaching materials are made the basis of this course. It is open to teachers in service who wish to improve their certificating qualifications, and to teachers with degrees who can meet proficiency tests.

Prerequisite: The equivalent of five semester hours in typewriting, or a degree and the ability to pass proficiency tests.

214. Methods and Materials in Junior Business Training—(Summer only) (3)

This course will include a study of textbooks, selection of material, planning of presentation, and a critical survey of methods, in the elementary business training field, with attention to the allocation of proper materials and their treatment to high school freshmen. Open to teachers in service who are interested in this growing field of work.

231. Accounting—I (3)

A study is made of revenue records affecting all types of business ownership. General accounting theory is discussed as applied to corporations with special emphasis on concrete problems in manufacturing enterprises. Techniques of bookkeeping instruction are also introduced.

Prerequisite: Commerce 132.

232. Accounting—II (3)

This course includes a study of accounting for special types of businesses together with a review of general accounting theory. A general survey is made for accounting of social security, auditing principles, and the relation of accounting to income taxation. Problems of teaching presentation are considered from time to time throughout the course.

Prerequisite: Commerce 231.

241. Business Law—I (3)

The first of two courses in business law will include a thorough discussion of contracts. It is intended to use as many illustrative cases as time will permit. The course will also include consideration of material and cases in bailments and in sales of goods.

242. Business Law—II (3)

The course will cover the following divisions of business law: negotiable instruments, installment contracts, insurance, loans and discounts, partnerships and other business associations, property, social legislation, and some treatment of the tax laws as they affect business management.

Prerequisite: Commerce 241.

252. Economics of Business—II (3)

This course is open to senior college majors in commerce and to others electing a second field in commerce. The purpose of the course is to adjust economic theory to intelligent business administration. Much attention is given to practical application of economics in distribution with special reference to questions of transportation, risk, money, credit, and markets.

253. Business Organization and Management—I (3)

Open to senior college majors in commerce and social science, and to others electing a second field in commerce. The course will deal with forms of business enterprise, methods of organization, internal operating policies, and case material in management. The corporation particularly will be studied. Business promotion, plant location, managerial structure, factory planning, and labor management are topics of study.

Prerequisite: Commerce 252.

254. Advertising and Salesmanship—II (2)

This course deals with the more practical problems of distribution of goods and consumer demand. A study is made of the applied principles of selling, both through publicity channels and through direct personal approach. Some selling practice is attempted and personnel development methods are used.

Prerequisite: Commerce 252.

255. Marketing—I (3)

This course is open to senior college students who are majors in commerce or in social science, or who elect commerce as a second field. It will have two objectives: one, to acquaint the student with the formation and functions of a market and the methods used in business to organize and control the distribution of industrial goods; second, the study and application of the practical business problem of managing the sales activity.

Prerequisite: Commerce 252.

256. Business Finance—II (3)

A sequence course in commerce open to senior college majors in commerce and in social science. The course includes study of credit and financial controls, analyses of financial statements, the function of banking as a business, the interpretation of the security markets, and the internal administration of the finance function in management. Much case material will be used.

Prerequisite: Commerce 252.

EDUCATION

The work in Elementary Education is planned to provide an opportunity for the student to experience a gradual, unified growth in an understanding of child nature as the basis for an evaluation of curriculum materials, methods, and school organization.

101. Introduction to Elementary Education—I (3)

The purpose of this course is to orient the student in professional environment through a study of such topics as education and social needs; the growth, behavior and interests of children; the opportunities for growth afforded by the school.

102. Psychology and Elementary School Methods—II (3)

This is a continuation of Education 101. Major consideration is given to the psychology of learning, general methods of teaching, and school environment.

Prerequisite: Education 101.

103. Supervised Observation—I (2)

The purpose is to provide direct observation of elementary school children in their learning activities. The student observes good teaching and skillful guidance of children. Through critical reading, study, and class discussion, insight into the problems of the classroom is developed.

104. Introduction to Curriculum Materials—II (2)

The purpose is: (1) to develop understandings and appreciations of phases of community institutions, industries, and occupations which serve as a background for interpreting to children, in the elementary school, the ever-widening social environment to which they must gradually become adjusted; (2) to select and organize data, and to collect and construct illustrative material for units of work. Excursions and observation of children's activities will be used as points of departure.

Prerequisite: Education 101.

105. Curricular Problems—I (3)

This course deals primarily with the selection and organization of curriculum materials in the elementary school, and the general administrative problems involved therein. Materials and methods in science and language arts are emphasized.

Prerequisite: Education 102 and 104.

106. Problems in Classroom Technique—I (2) or II (2)

This course is a continuation of Education 105. It parallels student teaching and deals with the problems encountered by the student in actual schoolroom situations, such as directing learning activities and measuring results. Materials and methods in social studies are considered.

Prerequisite: Education 102 and 104.

107. Reading Method—I (3) or II (3)

A consideration, based on findings of scientific research, of the reading needs of children in the elementary grades—primary, intermediate, and upper

grades—is the fundamental emphasis of the course. Uses of various types of reading materials, development of good study habits, and desirable attitudes toward reading are stressed.

Prerequisite: Education 102.

108. Child Growth and Development—II (3)

This course offers the opportunity to become familiar with the physical, mental, emotional and social growth and development of children, and of the way in which this growth is influenced by home and school environment. Much observation of children from infancy through adolescence provides the basis for the course. Students who have had Education 102 should not take this course.

Prerequisite: Education 111.

109, 110. Supervised Observation and Participation—I (1) and II (1)

This course, continuous throughout the freshman year of the four-year elementary curriculum, introduces the student to the activities of children in a wide variety of situations. Through observation, discussion and gradual participation, insight into the problems of the classroom is developed and a professional background for the student's entire program is provided.

111. American Public Education—I (3) or II (3)

This course gives an overview of American public education, with special emphasis on the American public school system. Among the units considered are: organization of American public education; levels of education, including pre-elementary, elementary, secondary, higher education, and education for out-of-school youth and adults; the personnel in public education; provisions for materials and environment; and issues in American public education.

Prerequisite: Psychology 111.

201. The Junior High School—I (2)

A course dealing with the origin, history, psychological basis, functions, program of studies, subject content, methods, organization, and administration of the Junior High School.

Prerequisite: Psychology 115.

202. Materials and Methods in Character Education—II (2)

A presentation of materials and methods in actual use in the development of character; determining objectives involving character emphasis in the light of general school objectives; organization and use of school activities in the furtherance of character development; relation of a program of character education to the entire field of education with special reference to qualifying present and future generations for a type of "best living" in all their human relationships.

Prerequisite: Psychology 115.

203. Introduction to Philosophy of Education—I (3) or II (3)

This course makes a philosophical interpretation of education in and for the democratic way of living. The nature of the educative process, the purposes and functions of education, and the methods of attaining educational ends are examined in the light of current philosophies. There is an attempt made to help the student develop a firm basis for a philosophy of life and of educative process toward promoting the common welfare in a democratic society.

Prerequisite: Completion of all other required education courses, and senior year standing.

204. School and Community Relations—II (2)

This course will deal with the techniques of securing a position and the developing of effective teacher relationships with supervisory officers, boards of education, and the community at large. Some of the problems which will be studied are the P.T.A., home visitation, participation in community activities, the local newspaper, and school support.

Prerequisite: Psychology 115.

205. Social Processes in Education—II (2)

This course in the four-year elementary curriculum aims to acquaint the student with community institutions, industries, and occupations as sources of curriculum materials and to enable him to use such materials to enrich the child's understanding of the world in which he lives. Class activities consist of field trips, collecting printed and illustrative materials, selecting and organizing data into units of activity, class reports and discussions.

206. Rural Educational Institutions and Leadership—II (3)

This is a course in rural educational sociology and leadership. The educational institutions and agencies such as the home, the school, the church, the Grange, the Farm and Home Bureaus, the 4-H Clubs, the newspaper, the drama, and the festivals are studied with special attention to leadership technique. Rural social and economic changes, including subsistence farming, rural electrification, adult education, and land planning, receive attention.

Prerequisite: Education 106 or 108 or Psychology 115.

207. History of American Education—I (3)

This course aims to qualify for more intelligent, appreciative and progressive participation in present-day education and life by an understanding of the origin and development of educational systems and educative processes. A comparative view of contemporary education in other countries is included.

Prerequisite: Psychology 115.

208. Elementary School Tests and Measurements—II (2)

This is a study of methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests. Special

emphasis is given to achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching.

Prerequisite: Education 106 or 108.

209. Rural School Administration and Supervision—I (2)

The purpose of this course is to acquaint the student with some of the outstanding problems in the administration and supervision of rural education. Special attention will be given to rural school organization, finance, supervision, and public relations. The types of organization units to be given consideration are the district, the community, the community consolidated, the county, and the state. The supervision of teachers and the education of board members will receive special attention.

Prerequisite: Psychology 115 or Education 106 or 108.

211. Current Readings in Education—I (2)

This course serves (1) to give the student accurate and reasonably adequate information on current major problems in public education; and (2) to enable the student, through knowledge of available materials and how to use them, to inform himself on any such problem at any time without undue waste of time and effort.

Prerequisite: Education 106 or 108 or Psychology 115.

213. Diagnostic and Remedial Instruction—I (2) or II (2)

This course is intended for teachers in the elementary grades and for those who wish to prepare especially for teaching in remedial and opportunity rooms. It deals with diagnosis of pupil difficulty, preparation of appropriate remedial procedures, and the evaluation of the effectiveness of remedial work. The work of the course is closely related to actual remedial instruction in the training school. Each student makes a case study of a pupil selected either from her own situation or from the training school.

Prerequisite: Education 106 or 108.

215. Supervision in the Elementary School—I (3)

This course attempts to determine the objectives of supervision, the aims of classroom instruction in the elementary school, methods of teaching, and recognized standards of attainment and their real values. It discusses the improvement of instruction in the various school subjects.

Prerequisite: Education 106 or 108.

217. Rural Elementary Teacher Problems—I (2)

This course is especially designed for senior college students who have had no special preparation in rural school education. It will include both rural school management and instruction. Special attention will be given to school house-keeping and the teaching of subject matter in all the elementary grades in a one-teacher school. A chance will be given to become acquainted with much background material in the rural field.

Prerequisite: Education 106 or 108.

220. High School Problems—I (3) or II (3)

A study of the extra-instructional problems of the secondary school teacher as determined by the nature of the adolescent and by the demands of society. Such problems as guidance and counseling, the secondary school curriculum, extra-curricular activities, behaviour problems, individual differences, marking systems, keeping of records, schedule making and the providing of a healthful environment, are considered.

Prerequisite: Psychology 115.

221. High School Tests and Measurements—I (2) or II (2)

This course deals with achievement and intelligence tests in the secondary school. Particular emphasis is placed upon the achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching.

Prerequisite: Psychology 115.

222. General Method—I (3) or II (3)

This course emphasizes the basic principles and techniques of teaching in secondary schools. Learning goals of the secondary school, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, various methods of teaching, and evaluating the results of instruction.

Prerequisite: Education 111, Psychology 115.

224. Extra-Curricular Activities in Secondary Schools—II (2)

The purpose of this course is to give an overview of the so-called extra-curricular activities in secondary schools. It emphasizes types of activities, aims and values, practices in organization, administration, and supervision of these activities.

Prerequisite: Psychology 115.

226. High School Administration—I (3) or II (3)

This is a general course in the administration of the high school and deals with the problems of administration from the point of view of high school teachers and administrators. Consideration is given to the organization of secondary education; relationship with city and state administration; the school plant; the staff; administration adjustments of pupils; organization of the curriculum; the administration of guidance and extra-curricular activities; records and reports; and community relationships.

Prerequisite: Education 220.

227. Guidance—I (2)

A course dealing with the aims, needs, development and present status of guidance in the secondary school. It includes a study of individual capacities and personal factors, the exploration of special abilities and interests, and the giving of information in making vocational choices. It emphasizes the role of the classroom teacher with respect to the guidance function of the secondary school.

Prerequisite: Psychology 115.

228. Supervision of Instruction—II (2)

This course attempts to determine the objectives of supervision, the aims of classroom instruction in the secondary school, the best methods of teaching, and recognized standards of attainment and their relative values. It discusses the means of securing a cordial teacher attitude, and of arousing a persistent ambition on the part of the teacher to utilize her knowledge of the aims, methods, and standards considered.

Prerequisite: Education 220, 222.

230. Secondary School Curriculum—I (2) or II (2)

The purpose of this course is to give opportunity for a study of: revisions and reconstructions in secondary school curricula; educational objectives as criteria for the selection of the material; different types of instructional units; evaluation of textbooks and other forms of curriculum materials.

Prerequisite: Psychology 115.

231. Pupil Activities in the Elementary School—(Summer only) (3)

This course is intended for teachers who wish an opportunity to study and evaluate varied activities found in the modern elementary school curriculum. It is planned particularly to help teachers to select and organize curriculum materials in units or work. Observation of such units in progress in the training school and discussion of them are an important part of the course.

Prerequisite: Education 106 or 108.

233. The Organization and Administration of the Elementary School—(Summer only) (3)

A course for experienced teachers, principals, superintendents, or advanced students working toward administrative positions, which will give consideration to the organization of the elementary school, the work of the elementary school principal, public relations, the improvement of instruction, and the administration of pupil personnel.

Prerequisite: Education 106 or 108.

235. The Elementary School Curriculum—I (2)

This course, a continuation of Education 108, deals primarily with the contribution of the elementary school through its curriculum to the child's total development. It includes a study of such topics as the changes in school curricula; various current view-points; the relation of educational objectives to the curriculum; classroom administration and the application of techniques of curriculum construction. Tentative conclusions reached through observation of children are verified and broadened by a study of research and the opinion of experts. Students who have had Curricular Problems 105 should not take this course.

Prerequisite: Education 108.

236. Classroom Problems—II (3)

This is the third semester of an integrated study of child development, emphasizing the more specific problems of the classroom. The course is concerned with the fundamental principles of child interest and need on which teaching procedures are based, and the conditions under which desirable learning takes place. Observation and participation in typical schoolrooms form the basis for discussions and for a study of the literature in this field. Experiences are provided in order to develop a functional understanding of such problems as those of group control; teacher and pupil activities; the selection and organization of curriculum material and the evaluation of instruction.

Prerequisite: Education 235.

237. Teaching Problems—I (2)

This course is a continuation of Education 236. It parallels student teaching in the four-year elementary curriculum. Members of the class bring problems from their own school rooms for discussion and study. The use of tests as a basis for diagnosing the needs of children is developed. Particular attention is given to planning, materials, and methods in the social studies.

Prerequisite: Education 236.

240. Audio-Visual Education—II (3)

This course deals with theory, materials, and methodology of audio-visual aids. It includes a study of the results of the experimental researches in audio and visual instruction; criteria for evaluating and selecting materials; sources and care of materials; and methods of using radio and visual aids in the classroom. Techniques in photography, the making of slides and film strips, and practice in operating all types of audio-visual equipment are a part of the laboratory work in the course.

Prerequisite: Education 106, 222, or 236.

250. Current Trends in Education—(Summer only) (3)

This course deals with the new trends and movements in education as revealed by changes in (1) materials of instruction, (2) methods of teaching and learning, (3) pupil behavior, (4) control and administration of schools, (5) state and federal activities in education, and (6) developments in teacher education.

Prerequisite: Psychology 115, Education 111.

258. Problems in Pupil Personnel—(Summer only) (3)

This course deals with actual problems in pupil personnel in the elementary school. It includes guidance, discipline, pupil adjustment, health, records and reports, case studies, and school and home relationships.

Prerequisite: Psychology 115, Education 111.

260. Problems in the Administration of Small School Systems—(Summer only) (3)

This course deals with actual problems in the administration of small elementary or high schools. Each administrator is expected to work on a particular

problem of specific problems in his own school system. Individual reading and conferences will be employed in this course.

This course is open *only* to experienced administrators.

261. Behavior Problems of the Elementary School—(Summer only) (3)

A course for the classroom teacher, dealing with the diagnosis and treatment of difficult children. Typical problems in behavior, factors in maladjustment, and discipline are considered. Opportunity for intensive study of a special behavior problem is offered.

ENGLISH

Students electing English as a first teaching field take as a minimum the following courses in addition to the Freshman English: 161 (not required of students who have received A or B in 111), 105 or 275, and 276 and additional courses chosen from the remaining electives in English to make a total of 38 semester hours.

Students electing English as a second teaching field take as a minimum the following courses in addition to the Freshman English: 161 (not required of students who have received A or B in 111), 105 or 275, and 276 and additional courses chosen from the remaining electives in English to make a total of 22 semester hours.

Students electing English as a third teaching field take as a minimum the following courses in addition to the Freshman English: 161 (not required of students who have received A or B in 111), 105 or 275, and 276 and additional courses chosen from the remaining electives in English to make a total of 18 semester hours.

Prerequisite to all courses numbered 130 and above: 6 semester hours of Freshman English.

101. Children's Literature (Kindergarten-Primary)—I (3) or II (3)

A course for students intending to teach in kindergarten or the lower grades, which will give consideration to traditional and modern literature for kindergarten and lower-grade children, criteria for judging literature for children, and the art of story telling.

102. Children's Literature (Intermediate)—I (3) or II (3)

A course for students intending to teach in the intermediate grades, which will give consideration to traditional and modern literature for intermediate-grade children, and to criteria for judging literature for children.

103. Children's Literature (Upper Grades)—I (3) or II (3)

A course for students intending to teach in the upper grades, which will give consideration to traditional and modern literature for upper-grade children, and to criteria for judging literature for children.

104. Children's Literature (Rural)—I (2) or II (2)

A course for students intending to teach in a rural school, which will give consideration to traditional and modern literature for children of all elementary grades, and to criteria for judging literature for children.

105. Functional English Grammar—I (3) or II (3)

Primarily for students who intend to teach seventh and eighth grade grammar. Emphasizes the principles of sentence structure and the nature of the parts of speech. Not intended for freshmen.

110. English Language and Composition—I (3) or II (3)

A study of the principles underlying accepted usage in diction, sentence structure, and punctuation.

Required of all students except those whose entrance examination in English shows superior training.

111. Composition Based on Reading—I (3) or II (3)

A study of the principles of composition with frequent practice in writing, including one long expository paper based on individual reading. The work in composition is paralleled by readings in the modern essay, biography, fiction, and drama. Required of all students.

Prerequisite: English 110 or exemption.

112. Introduction to Literature—I (3) or II (3)

Wide reading in contemporary literary types other than the essay, to develop breadth of appreciation. Required to complete six hours of Freshman English of all who were exempt from English 110; open as an elective to others.

Prerequisite: English 111.

131. American Literature—I (3) or II (3)

A study of American literature from its beginnings to 1860, with emphasis on Transcendentalism, romanticism, and early realism.

132. American Literature—I (3) or II (3)

A study of American prose and poetry from 1860 to the present.

151. World Literature of Ancient Times—I (3)

An introduction to ancient Greek, Roman, and Hebrew literature in translation. Selected masterpieces are read for an appreciation of the contribution of classical and Hebrew thought to modern culture.

152. World Literature of Medieval and Modern Times—II (3)

An introduction to European literature since the middle ages. The medieval and renaissance ideals of life are contrasted, and consideration is then given to the movements of neo-classicism and romanticism.

161. Advanced Writing—I (2) or II (2)

A course in the structure and methods of detailed exposition. Emphasis is placed on the methods and standards of investigation, on organization of subject matter, and on the principles governing connected discourse.

165. Journalism—I (3) or II (3)

In introduction to the principles and practice of newspaper writing and editing. Students must reserve some time during the day for reporting on *The Vidette*.

166. Journalism—I (3) or II (3)

A continuation of Journalism 165 with special emphasis on editorial writing and the problems of editing, with practice on *The Vidette*. Some study is made of metropolitan newspapers and contemporary newspaper men.

Prerequisite: English 165.

201. Children's Literature to 1900—I (3)

An advanced course which includes a brief study of the history of children's literature and a rather intensive study of literature to 1900 suitable for children in the elementary grades.

Prerequisite: English 101, 102, 103, or 104.

202. Recent Literature for Children—II (3)

A survey which includes a brief study of the illustration of children's books and a rather intensive study of prose and poetry written for children since 1900.

Prerequisite: English 101, 102, 103, or 104.

211. English Literature to 1600—I (3)

A study of early English literature, with emphasis on the poetry of Chaucer and the major writers of the English Renaissance.

212. English Literature 1600-1780—II (3)

A study of the prose and poetry of the seventeenth and eighteenth centuries, with special emphasis on Milton, Dryden, Swift, Pope, and Johnson.

213. English Literature 1780-1830—I (3)

A study of the social and literary tendencies of the major English writers of the late eighteenth and early nineteenth centuries.

214. English Literature 1830-1900—II (3)

A study of the chief writers of England from 1830 to the end of the century.

215. English Literature since 1900—I (3)

A study of the chief writers of England since 1900.

216. Milton—II (2)

A course designed to cover the most significant work of Milton. Offered 1939-40.

219. Shakespeare—I (3) or II (3)

A study of representative comedies, history plays, and tragedies, in chronological order.

233. Creative Writing—I (2)

Aims, first, to acquaint the student with a large number of writers of the short story and familiar essay, with special emphasis on contemporary writers; and second, to give him the opportunity to do creative work in these two types of writing.

241. The Essay—I (2)

A study of the most representative essayists, with special emphasis on the social, economic, political, philosophical, and religious problems confronting them and their attempts at a solution of those problems.

242. English Drama to 1700—I (2)

A study of mystery and morality plays, dramas by the major contemporaries of Shakespeare, and Restoration drama.

243. English Drama since 1700—II (2)

Drama of the eighteenth and nineteenth centuries, with special emphasis on Browning.

251. The Novel—I (2)

An historical approach to the English novel, with emphasis upon the nineteenth and twentieth centuries.

252. Continental European Literature since 1860—II (2)

An introduction to the more important writers and literary movements in Europe since the rise of realism.

268. Journalism—Problems and Materials—I (2) or II (2)

A course to prepare students to teach journalism in grade and high school, and to sponsor student publications. It deals with such problems as organization, equipment, materials, costs.

Prerequisite: English 166.

269. Journalism—The Contemporary Magazine—II (2)

Extensive readings from varied periodical literature. Specialized readings in the fields of the student's major interests. Oral and written reviews and criticisms.

275. English Grammar—I (3) or II (3)

A descriptive and historical study of the language. Not to be taken by students who have had English 105.

276. High School Literature—I (3) or II (3)

A study of the literature suitable for high school. Discussions relative to methods of presentation and to criteria for the selection of materials for the English course of study. Reports from the national survey of high school English. Recommended for all who lack experience in teaching.

FRENCH

Students who have had one year of high school French begin with French 112; those with two years begin with French 115; three years, French 116; and four years, French 211.

Credit is not given for French 111 unless French 112 is completed.

Students electing French as a first teaching field take as a minimum the following courses: French 111, 112, 115, 116, 211, 212, 215, 216, 221, 222, 225, 226. Total: 32 hours.

Students electing French as a second or as a third teaching field take as a minimum the following courses: French 111, 112, 115, 116 and additional courses chosen from the remaining electives in French to make a total of 24 semester hours.

111 and 112. First-Year French—I (4) and II (4)

Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

115 and 116. Second-Year French—I (4) and II (4)

Class reading of 800 to 1000 pages of short stories, plays, novels, and essays. Grammar review, oral and written composition. Extensive reading of 500 pages each semester.

Prerequisite: French 112 or two years of high-school French.

117. French Composition—(Summer only) (3)

Oral and written composition based on selections from modern writers.

Prerequisite: French 112 or two years of high school French.

211 and 212. Modern French Novel—I (2) and II (2)

Class and collateral reading of the novel of the nineteenth and twentieth centuries.

Prerequisite: French 116 or four years of high-school French.

215 and 216. Modern French Drama—I (2) and II (2)

Class and collateral reading of the drama of the nineteenth and twentieth centuries.

Prerequisite: French 116.

221. Survey of French Literature—I (3)

A survey of French literature from the earliest times through the seventeenth century. Class reading of seventeenth century masterpieces. Offered 1940-41.

Prerequisite: French 116.

222. Survey of French Literature—II (3)

A survey of French literature of the eighteenth, nineteenth, and twentieth centuries. Class reading of nineteenth century poetry. Offered 1940-41.

Prerequisite: French 116.

225 and 226. Materials for High School French—I (1) and II (1)

An examination of texts and illustrative material suitable for use in high school classes. Offered 1940-41.

Prerequisite: French 116.

GEOGRAPHY AND GEOLOGY

Students electing Geography as a first teaching field take as a minimum the following courses: Geography 110, 111, 112, 113, 114, 115, 116 and additional courses chosen from the remaining electives in Geography and Geology to make a total of 32 semester hours.

*Students electing Geography as a second teaching field take as a minimum the following courses: Geography 110, 111, 113, 114 and additional courses chosen from the remaining electives in Geography and Geology to make a total of 22 semester hours.

*Students electing Geography as a third teaching field take as a minimum the following courses: Geography 110, 113, 114 and additional courses chosen from the remaining electives in Geography and Geology to make a total of 16 semester hours.

101. Principles of Human Geography—I (3) or II (3)

The principles of geographical environment as they influence man. A study of location, land forms, water bodies, soil, minerals, climate, plants and animals, and the distribution of population. A world viewpoint based upon the operation of geographic principles.

102. General Regional Geography—I (2) or II (2)

A regional geography of the world based upon climatic regions. The characteristics of each region and the industries and products as influenced by geographic factors. Acquaintance with the philosophy of geographic regions.

Prerequisite: Geography 101.

110. Introduction to Earth Science—I (3) or II (3)

The course gives the student an appreciation of the scientific aspects of the Earth Sciences and furnishes a basis for later studies in this field. Acquaintance with the earth in relation to the universe; atmospheric phenomena; land forms with water bodies; origin and use of soils, bed rock, and minerals; glacial phenomena.

*Students majoring in Natural Science and taking Geography for a second or third teaching field should elect courses 112 and 115. Students majoring in Social Science and taking Geography for a second or third field should elect two courses from 213, 216 and 219.

111. Physical Geology—I (3)

A consideration of the processes that have brought about the present physical condition of the earth's surface, erosion, weathering, deposition. The significance of surface conditions in man's use of the earth for cultivation, construction works, drainage, location, etc. A study of oceanic and atmospheric phenomena. Special attention to the study of rocks and minerals and soil formation. One half-day field trip required.

112. Historical Geology—II (3)

A consideration of the origin and structure of the earth. History of the earth as revealed by the rocks. The evolution of plant and animal life as shown by fossils. The study and use of topographic maps and geologic folios. One day field trip required.

113. Economic Geography—I (3)

A study of the production and the distribution of the leading commodities of the world. The geographic environment as affecting industries, occupations, and commerce. Leading commercial routes as related to geographic conditions.

Prerequisite: Geography 101 or 110.

114. Geography of North America—II (3)

A consideration of the continent of North America by geographic regions. An intensive study demanding considerable library and map study. Designed to give familiarity with methods of securing geographical data and with organizing and presenting the same.

Prerequisite: Geography 101 or 110.

115. Meteorology and Climate—I (2)

A consideration of the atmosphere as part of man's physical environment. Temperature, moisture, wind, cloud, and sunshine as natural factors influencing man. The construction of the daily weather map and its use as an instrument in weather forecasting. The climatic regions of the earth and their significance to man.

Prerequisite: Geography 101 or 110.

116. Climates of the Continents—II (2)

A study of the climates of the continents as a basis for plant and animal life and man's development. The influence of climate upon industry and trade.

Prerequisite: Geography 101 or 110 or 115.

211. Geography of Middle America—I (2)

A regional study of Mexico, Central America, and the West Indies. Emphasis upon those portions most closely associated with the United States. A geographic interpretation of the cultural, commercial and industrial problems of the area.

Prerequisite: Geography 101 or 110.

212. Geography of Illinois—II (2)

An intensive regional study of the state of Illinois. Agricultural and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas outside the state that are intimately connected with the geography of Illinois are included in the study.

Prerequisite: Geography 101 or 110.

213. Historical Geography of the United States—I (2)

A consideration of the influence of geographic factors on the discovery of North America, the settlement of the continent, and the development of the United States as a nation.

215. Geography of South America—II (3)

A study of South America by geographic regions. The leading countries of South America and their present commercial importance. Present and possible future significance of this continent.

Prerequisite: Geography 101 or 110.

216. The Geography of World Problems—II (3)

Present day world problems as affected by their geographic setting. The natural environment as a factor influencing international relations. Particular emphasis upon the politico-geographical problems of Europe and the possessions of European nations in other parts of the world. Problems of the Far East and of Latin America. This course is the same as that which has been listed as "Problems in Political Geography."

217. Geography of Europe—I (3)

An intensive study of Europe based upon regions and countries. Present importance and possible future of each in the light of geographic conditions. Emphasis upon regional geography.

Prerequisite: Geography 101 or 110.

218. Geography of Africa and Australia—II (3)

A regional study of these two continents. Chief emphasis is given to those portions which are most densely populated and where civilization is most highly developed. Approximately two-thirds of the time is devoted to Africa and one-third to Australia.

Prerequisite: Geography 101 or 110.

219. Conservation of Natural Resources—I (3)

Soils, minerals, forests, and water as basic factors in the development of modern civilization. A consideration of the original resources, methods of use, and rate of exhaustion. The most profitable use of the remaining resources. The seriousness of the conservation problem in our national life.

220. Geography of Asia—II (3)

A regional geography of Asia. Chief emphasis upon China, Japan, and India. Problems of the Far East in the light of geographic conditions. Present and possible future importance of the continent in world affairs. Geographic bases of the Chino-Japanese trouble.

Prerequisite: Geography 101 or 110.

221. Field Geography of Eastern United States and Southeastern Canada—(Summer 1939) (9)

Six weeks of field study by motor bus including southern Appalachians, Atlantic Coast, New York, New England, St. Lawrence, and Great Lakes. This trip is taken contemporaneously with the Summer Session. The first week of Summer School is spent in a study-survey of the area covered by the field work. Six weeks are spent in the field and the eighth week in study upon the campus.

Prerequisite: 3 semester hours of Geography, or teaching experience.

222. Field Geography of Western United States and Canada—(Summer 1940) (9)

Seven weeks of field study through southwestern United States, the Pacific Coast Region, the Canadian Rockies, the High Plains, and the Great Lakes Region. The trip runs concurrently with the Summer Session. Part of the first week is spent on the campus making a study-survey of the regions covered in the field work. Seven weeks are spent in the field and part of the eighth week on the campus completing the study begun in the field.

Prerequisite: 3 semester hours of Geography, or teaching experience.

223. Methods and Materials in the Teaching of Geography—II (2)

A study of the aims and values of geography. The functional philosophy of geography in terms of pupil activity and understanding. A consideration and evaluation of the various methods of presentation. Materials and devices to aid the teacher of geography. Field work, its purposes and values.

Prerequisite: 5 semester hours of Geography, or teaching experience.

GERMAN

Students who have had one year of high school German begin with German 112; those with two years begin with German 115; three years, German 116; and four years, German 211.

Credit is not given for German 111 unless German 112 is completed.

Students electing German as a first teaching field take as a minimum the following courses: German 111, 112, 115, 116, 211, 212, 215, 216, 221, 222, 225, 226. Total: 32 hours.

Students electing German as a second or as a third teaching field take as a minimum the following courses: German 111, 112, 115, 116 and additional courses chosen from the remaining electives in German to make a total of 24 semester hours.

111 and 112. First-Year German—I (4) and II (4)

Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read.

115 and 116. Second-Year German—I (4) and II (4)

Class reading of modern German prose and poetry, beginning with simpler stories and progressing in the second semester to at least one work each of Lessing, Schiller, and Goethe. Grammar review; oral and written composition.

Prerequisite: German 112 or two years of high-school German.

211 and 212. Modern German Novel—I (2) and II (2)

A rapid-reading course in the novel and *Novelle* of the nineteenth and twentieth centuries from Goethe to Thomas Mann and the contemporary novelists.

Prerequisite: German 116.

215 and 216. Modern German Drama—I (2) and II (2)

Representative works of the outstanding dramatists of the nineteenth and twentieth centuries from Kleist to Gerhart Hauptmann.

Prerequisite: German 116.

221 and 222. Survey of German Literature—I (3) and II (3)

Class and collateral reading of representative works of the most important authors from the eighth century to the present time. The reading is so planned that it does not duplicate work done in courses in the novel and the drama. Offered 1940-41.

Prerequisite: German 116.

225 and 226. Materials for High School German—I (1) and II (1)

A survey of grammar and reading texts suitable for use in high school classes, together with information in regard to illustrative material available. Offered 1940-41.

Prerequisite: German 116.

HEALTH AND PHYSICAL EDUCATION (Men)

Students electing Health and Physical Education as a first teaching field take as a minimum the following courses: Health and Physical Education 111, 112, 114, 116, 117, 118, 211, 212, 213, 214 and additional courses chosen from the remaining electives in Health and Physical Education to make a total of 32 semester hours.

Students electing Health and Physical Education as a second teaching field take as a minimum the following courses: Health and Physical Education *111, 112, 117, 118, 211, 212, 213, 214 and additional courses chosen from

* Students taking Health and Physical Education for a second or third teaching field may substitute two years of required Recreational Sports for courses 111 and 112.

the remaining electives in Health and Physical Education to make a total of 22 semester hours.

Students electing Health and Physical Education as a third teaching field take as a minimum the following courses: Health and Physical Education *111, 112, 117, 118, 211, 212 and additional courses chosen from the remaining electives in Health and Physical Education to make a total of 18 semester hours.

101. Archery and Individual Sports—I (1) or II (1)

102. Touch Football and Games—I (1) or II (1)

103. Playground Ball and Circus Stunts—I (1) or II (1)

104. Speedball and Volleyball—I (1) or II (1)

105. Tennis and Handball—I (1) or II (1)

106. Tumbling and Apparatus Stunts—I (1) or II (1)

107. Boxing and Wrestling—I (1) or II (1)

108. Individual Corrective Activity—I (1) or II (1)

109. Recreational Dancing—I (1) or II (1)

This course is open to both men and women students as a substitute for 101, 102, 103, or 104.

Tap, folk, and English Country dances will be taught in this class. Special emphasis is put upon the dances that will fit into a recreational program.

111. Physical Education Activities—I (2)

This course deals with basic seasonal development activities and is a prerequisite for all coaching and physical education courses.

112. Physical Education Activities—II (2)

This course is a continuation of Physical Education Activities 111.

114. Personal and Social Adjustments—II (2)

This course aims to develop an appreciation for those traits of personality that are most essential in securing the teacher's desirable social adjustment in the community.

116. Advanced Hygiene—II (2)

This course is a study of personal and community health and the application of health principles in the prevention and control of disease.

Prerequisite: Hygiene 105.

*Students taking Health and Physical Education for a second or third teaching field may substitute two years of required Recreational Sports for courses 111 and 112.

117. Anatomy and Physiology—I (3)

This course deals with the growth structure of the human body and its physiology.

118. Anatomy and Physiology—II (3)

This is a continuation of Anatomy and Physiology 117, stressing body mechanics.

Prerequisite: Health and Physical Education 117.

131. Community Recreation—I (3)

A study of the organization and administration of playgrounds and community recreation.

132. Scouting—II (3)

This course is approved by the Training Division of the National Boy Scouts of America as a qualified course for the training of Scoutmasters. It is offered for students who wish to combine scouting with their other teaching duties.

211. Growth and Development—I (3)

A study of the growth and development of the child as related to physical education.

Prerequisite: Health and Physical Education 118.

212. Principles of Physical Education—II (3)

The relationship of physical education to education in general; the guiding principles upon which the program of physical education is based. The student groups set up definite situations for which they build physical education curricula for elementary and secondary schools.

Prerequisite: Health and Physical Education 211.

213. Intramural Management—I (1)

This course is of a practical nature involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program.

214. Intramural Management—II (1)

A continuation of Intramural Management 213.

219. Football Coaching—I (3)

A course dealing with the professional preparation of football coaches. The course is primarily concerned with the technical aspects of coaching and team management, interpretation of new rules and team strategy. Students from other departments may be permitted to take the course upon presentation of satisfactory playing experience in high school or as a member of the varsity

squad in the University even though they do not have the required prerequisites.

Prerequisite: Health and Physical Education 111 and 112.

220. Baseball Coaching—II (3)

A course dealing with the professional preparation of coaches in baseball.

Prerequisite: Health and Physical Education 111 and 112.

221. Basketball Coaching—I (3)

This course presents the professional aspects of basketball coaching and covers the same field of preparation for basketball that 219 does for football.

Prerequisite: Health and Physical Education 111 and 112.

222. Track and Field—II (3)

A course dealing with the professional preparation of coaches in track and field.

Prerequisite: Health and Physical Education 111 and 112.

225. Physical Diagnosis of Athletic Injuries—I (2)

Deals with injuries received in sports, frequency of occurrence, most prevalent injuries, field diagnosis and first aid treatment, subsequent treatment, massage and bandaging.

Prerequisite: Health and Physical Education 118.

226. Physical Examinations and Orthopedics—II (2)

A theoretical and practical course dealing with physical examinations, orthopedic defects, and corrective procedures.

Prerequisite: Health and Physical Education 118.

227. Physiology of Exercise—I (2)

A study of the physiology of muscular exercise; the effects of athletics on body function and tests of physical condition.

Prerequisite: Health and Physical Education 118.

228. Gymnasium Sanitation—I (1)

Deals specifically with methods and practices of gymnasium sanitation. It is designed primarily to familiarize the gymnasium director with modern methods and procedures.

229. The Junior High School Curriculum in Physical Education—I (2)

This course deals with the development of the program of physical education activities for the Junior High School.

230. The High School Curriculum in Physical Education—II (2)

This course deals with the development of the program of physical education activities for three and four-year High Schools.

233. Principles of Health Education—II (2)

A comprehensive study of the underlying principles of modern methods in health supervision and medical inspection in elementary and secondary schools.

Prerequisite: Health and Physical Education 116.

240. Seminar in Physical Education—II (1)

It is the purpose of this course to discuss current problems in physical education and to present papers for round table discussion.

Open only to seniors in Physical Education.

250. Recreational Leadership—(Summer only) (3)

A theoretical and practical course in leadership qualities essential for camp work, club work, and community work and extra-curricular activities. Does not apply in the teaching field requirement.

HEALTH AND PHYSICAL EDUCATION (Women)

Students electing Health and Physical Education as a first teaching field take as a minimum the following courses: Health and Physical Education 111, 112, 114, 116, 117, 118, 119, 120, 121, 122, 211, 212, 219, 220. Total: 34 hours.

Students electing Health and Physical Education as a second teaching field take as a minimum the following courses: Health and Physical Education* (111, 112) or (119, 120) 117, 118, 121, 122, 214, 219, 220. Total: 22 hours.

Students electing Health and Physical Education as a third teaching field take as a minimum the following courses: Health and Physical Education *111, 112, 121, 122, 214, 219, 220. Total: 16 hours.

101. Soccer and Dancing—I (1)**102. Recreational Games and Sports—II (1)****103. Sports and Games Methods—I (1)****104. Clogging and Sports—II (1)****105. Natural Dancing—I (1)****106. Advanced Natural Dancing—II (1)****108. Individual Corrective—I (1) or II (1)**

* Students taking Health and Physical Education for a second or third teaching field may substitute two years of required Recreational Activities for courses 111 and 112.

109. Recreational Dancing—I (1) or II (1)

This course is open to both men and women students as a substitute for 101, 102, 103, or 104.

Tap, folk, and English Country dances will be taught in this class. Special emphasis is put upon the dances that will fit into a recreational program.

111 and 112. Physical Education Activities—I (2) and II (2)

Deals with the following activities and participation in intramural sports: hockey, soccer, basketball, volleyball, baseball, tennis, archery, golf, natural dancing and folk dancing.

114. Personal and Social Adjustments—II (2)

This course aims to develop an appreciation for those traits of personality that are most essential in securing the teacher's desirable social adjustments in the community.

116. Advanced Hygiene—II (2)

This course deals with principles of safety in athletics, first aid, and the effects of exercise upon health.

Prerequisite: Hygiene 105.

117. Anatomy and Physiology—I (3)

Deals with the gross structure of the human body and its physiology.

Prerequisite: Biology 105; Health and Physical Education 116.

118. Anatomy and Physiology—II (3)

Continuation of 117, stressing body mechanics.

Prerequisite: Health and Physical Education 117.

119 and 120. Physical Education Activities—I (2) and II (2)

Development of advanced technique in activities with practice in assisting instructor. Clog and tap dancing and camp craft are included in this course.

Prerequisite: Health and Physical Education 112, or previous training.

121. Methods of Teaching Games, Sports and Recreation—I (3)

Deals with the theory and technique of teaching team sports, individual sports, and recreational activities.

122. Methods of Teaching Games, Sports and Recreation—II (3)

Continuation of 121 with emphasis on planning of recreational programs.

Prerequisite: Health and Physical Education 121.

211. Growth and Development—I (3)

A study of the growth and development of the child, particularly as related to a physical education program.

Prerequisite: Health and Physical Education 118.

212. Principles of Physical Education—II (3)

The relation of physical education to education in general; the guiding principles upon which the program of physical education is based. The student groups set up definite situations for which they build physical education curricula for elementary and secondary schools.

214. Games and Skills—I (2)

Theory and practice of teaching games and skills for elementary school boys and girls. Observation of training school Physical Education program.

Prerequisite: Health and Physical Education 120 and 122.

219 and 220. Coaching and Officiating—I (2) and II (2)

Deals with teaching, coaching and officiating of sports and recreation in college classes and intramural program.

Prerequisite: Health and Physical Education 120 and 122.

221. Folk and Tap Methods—I (2)

Deals with methods of teaching folk and tap dancing to different age groups.

Prerequisite: Health and Physical Education 120.

222. Natural Dance Methods and Festival Planning—II (2)

Deals with methods of teaching natural rhythms to different age groups; and to the planning, and costuming, for dance festivals.

Prerequisite: Health and Physical Education 120.

223. Recreational Activities for Elementary Schools—I (1)

The course includes materials and methods in games and rhythms suitable for the first eight grades of the elementary school.

224. Recreational Activities for Elementary Schools—II (1)

A continuation of 223.

225. Physiology of Exercise and Individual Gymnastics—I (3)

Deals with the study of physiological implications of muscular movement; physical reactions in relation to every-day activities interpreted in terms of muscular reactions; a study of physical defects, and their examination, correction or prevention.

Prerequisite: Health and Physical Education 118.

226. Orthopedic Therapy—II (3)

Continuation of 225—including a study of different types of therapy and their application through actual clinical practice.

Prerequisite: Health and Physical Education 225.

227. Physical Education Practicum—I (1)

A practical course in the different systems of gymnastics, marching apparatus, folk dancing, and character dancing.

Prerequisites: Health and Physical Education 119 and 120.

228. Physical Education Practicum—II (1)

A continuation of 227.

Prerequisite: Health and Physical Education 227.

230. High School Curriculum in Physical Education—II (2)

This course deals with the development of the program of physical education activities for three and four-year High Schools.

233. Principles of Health Education—I (3)

A review of health principles relating to the different systems of the body; study of formations of habit and attitudes relating to health; methods of introducing health education into the school curriculum.

Prerequisite: Health and Physical Education 118.

240. Problems in Physical Education—II (3)

A seminar course dealing with administrative problems and professional preparation of teachers.

Prerequisite: Health and Physical Education 212.

250. Recreational Leadership—II (3)

A theoretical and practical course in leadership qualities essential for camp work, club work, and community work and extra-curricular activities.

EAST BAY CAMP

251. Practical Recreational Problems—(Summer only) (3)

This course deals with practical recreational problems in the field. Situations developing out of camp experiences, together with practical problems of camp life, will constitute the basis for discussion.

252. Educational Recreation—(Summer only) (3)

It is the purpose of this course to integrate the work of several departments in an educational approach to the recreational field. Techniques will be selected from such related fields as art, music, industrial arts, dramatics, health, and physical education.

253. Methods and Materials of Aquatic Sports—(Summer only) (3)

This course deals with the theory and technique of teaching waterfront activities and safety.

HOME ECONOMICS

Students electing Home Economics as a first teaching field take as a minimum the following courses: Home Economics 111, 113, 122, 123, 124, 132, 211, 212, 231, 232, 233, 234, and 238. Total: 33 hours.

Students who wish to qualify as teachers of vocational home economics (Smith-Hughes) take in addition: Home Economics 235, 236, 244, and Art 111, Biology 111, 112, 211, Physical Science 120, 132, 252. Introduction to Art 111 and General Biological Science 111, 112 and substituted for Earth Science 110, Biology 110 and Physical Science 110 in the core curriculum.

Students electing Home Economics as a second teaching field take as a minimum the following courses: Home Economics 111, 113, 122, 132, 231, 232, 233, and additional courses chosen from the remaining electives in Home Economics to make a total of 22 semester hours.

Students electing Home Economics as a third teaching field take as a minimum the following courses: Home Economics 111, 122, 132, 231, 232, 233, and additional courses chosen from the remaining electives in Home Economics to make a total of 18 semester hours.

In view of the fact that a new five-year plan in the Vocational program of home making is under consideration, no changes are being made in the home economics curriculum at this time. Recent Federal legislation (The George-Deen Act) makes possible additional funds to supplement the original Smith-Hughes allotment. For the Illinois State Normal University to secure this extra reimbursement, some slight adjustment may be necessary in the near future.

FOOD AND NUTRITION

111. Meal Planning—I (3)

This course consists of three units: food preservation, preparation of foods for breakfast, cost and service of luncheons.

113. Meal Planning—I (3)

A study of the marketing situation is made with emphasis on the responsibility of the homemaker as the consumer. Laboratory work consists of preparation of foods suitable for dinners.

Prerequisite: Home Economics 111.

TEXTILES AND CLOTHING

122. Clothing Selection and Construction—II (3)

This course includes a study of the wardrobe and its relations to the needs and means of the wearer.

The fundamentals of pattern line and interpretation are developed through the foundation pattern. Flat pattern designing is given much emphasis. At least two garments are planned and constructed.

Prerequisite: Art 101.

123. Costume Design—I (3)

This course is a study of the essentials of design as applied to dress with emphasis on the analysis of the individual, the costume and the wardrobe. Attention is given to the ability to select, adapt and appreciate good taste in dress for present use and of all periods and people. Creative work is encouraged.

Prerequisite: Home Economics 122.

124. Applied Costume Design—II (3)

This course emphasizes the significance of the completed costume. It also offers opportunity for creative work in designing garments and for the development of skill in constructing them. Some tailoring and study of children's clothing may be included.

Each student develops some particular consumer study in the field of textiles and clothing, either individually or in a group.

Prerequisite: Home Economics 123.

THE HOME AND THE FAMILY

132. Home Management—II (3)

Managerial practices in the home are considered, including an intensive study of the relative values in operating a home for successful family life; requires laboratory experimentation in selected phases of housekeeping.

211. Nutrition and Dietetics—I (3)

A study is made of the fundamental principles of nutrition and the dietary needs of individuals in health as modified by age, sex, and occupation. Special dietary problems and methods of diet calculations are studied.

Prerequisite: Home Economics 113, Biology 211.

212. Family Health—II (2)

A study is made of the application of scientific principles of nutrition to abnormal conditions in which diet therapy is recognized as an important factor in the treatment. Corrective dietaries are planned for specific diseases.

Topics included here are the responsibility of the homemaker in conserving the health of the family, importance of preventive medicine, care of illness in the home, simple nursing procedures, and emergencies and occupational therapy. Interrelation of home and community health.

Prerequisite: Home Economics 211.

216. Food Investigations—II (3)

This course includes three units: problems in food investigation, demonstrations, including foreign cookery, to give students an appreciation of the influence on the American menu of the foods of various nationalities; advanced meal service for special occasions.

Prerequisite: Home Economics 113.

221. Advanced Clothing and Textiles—I (3)

This course includes draping and modeling garments of original designs, with an emphasis on the sensitivity to the possibilities of different effects and finishing techniques. The individual is the basis for all choices.

Prerequisites: Home Economics 124.

225. Craft Processes—(Summer only) (3)

This course provides opportunity for weaving on two and four harness looms and includes plain and pattern weaving of scarfs, rugs, and towels. Experience is offered in basketry, block printing, dyeing and other home crafts to be determined by the interests of the members of the class. Camp cookery is an especially interesting unit.

Some attention is given to the place of crafts in occupational therapy and its commercial value; also to the crafts of early times and of other peoples.

This course is available to non-home economics students but majors may elect it.

231. Family Relationships—I (2)

This course deals with the social significance of the family, its importance in the growth and development of the child, its functions and the various problems which confront it today, the social and economic conditions affecting American family life. A sound philosophy of family life is developed.

232. Child Development—II (2)

This course includes a study of the responsibility of parenthood, the physical, mental, emotional and social development of the young child, habit formation and satisfactory treatment of common behavior problems. Observation and actual experience in dealing with children are provided.

233. Housing the Family—I (2)

This course includes a study of the social, economic, and sanitary aspects of housing. Much recognition is given to the legislative development of the housing program and its significance.

234. Art in the Home—II (2)

This course emphasizes the significance of art in the home environment and its part in developing a satisfying home. A study of the exterior and interior of the house is stressed with reference to efficiency, beauty, comfort and economy. Phases prompted by the needs and interests of the students are encouraged and followed. Field trips, lectures, discussions, problems.

Prerequisite: Home Economics 233.

235. Economics of the Home—I (2)

A required course for Home Economics Majors intended to further develop consumer judgments and responsibilities in the evaluation of the material environment of the homemaker.

Prerequisite: Home Economics 113, 124.

236. Home Administration—I (3) or II (3)

This course is planned to afford students an opportunity to make practical application of knowledge acquired in previous courses in home economics. Senior students actually live in a residence for a period of nine weeks and assume all home-making responsibilities, including managerial and social problems involved in group living.

Prerequisite: Home Economics 132, 211, 231.

238. Materials and Methods of Home Economics—II (2)

Topics included in this course are: objectives, principles, and methods involved in teaching the various phases of home economics; evaluation of courses of study; equipment, books, and illustrative material.

Prerequisite: Courses in two or more phases of Home Economics and General Method.

PROFESSIONAL**244. Vocational Home Economics—II (2)**

This course includes a study of the growth and development of the home economics movement, including vocational education legislation and the administration of vocational home economics in high schools. The development and management of home projects are emphasized. A home project is required the summer preceding this course.

Prerequisite: All Smith-Hughes required courses.

INDUSTRIAL ARTS

Students electing Industrial Arts as a first teaching field take as a minimum the following courses: Industrial Arts 111, 112, 121, 131, 141, 151, 261, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 32 semester hours.

Students electing Industrial Arts as a second teaching field take as a minimum the following courses: Industrial Arts 111, 112, 121, 131, 261, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 22 semester hours.

Students electing Industrial Arts as a third teaching field take as a minimum the following courses: Industrial Arts 111, 112, 121, 261, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 18 semester hours.

111. General Mechanical Drawing—I (3) or II (3)

A study of the importance of drafting in the industrial process, together with the study and practice of the fundamental techniques of different types of projection and projection instruments. The laboratory time is used in developing these techniques from a functional standpoint.

112. General Shop—I (3) or II (3)

General shop is designed to meet two specific needs: (1) the orientation of industrial arts teachers in training in the various activities included in the

shop, and (2) demonstrating the general shop set-up to experienced teachers of industrial arts. Elementary work will be done in the following areas: woodwork, electricity, printing, sheet metal, bench metal, engine, lathe, welding, foundry, art metal. All areas will be operated simultaneously. Most project work done will be small because of the limited time available.

113. Mechanical Drawing—I (2)

A drafting course involving the beginning of descriptive geometry and the specialized drafting as used in sheet metal work. Parallel line, radial and triangulation development.

Prerequisite: Industrial Arts 111.

114. Elementary Machine Drawing—II (2)

A course in machine drafting involving use of hand books, tabular and formula information. Drafting detail and assembly drawings. A study of machine standards and conventions.

Prerequisite: Industrial Arts 111.

115. Blue Print Reading—(Summer only) (3)

A non-technical course especially planned to meet the needs of teachers who have occasion to work with floor plans, equipment drawings, and installation layouts. Consideration will also be given to the organization and teaching of blue print courses on the junior-high school level. The major emphasis will be upon interpreting and understanding the graphic language as it is used in industry and the building trades.

121. Woodworking—I (3)

A beginning course in woodwork, wherein tools and tool processes are studied, together with fastenings and constructions. In the laboratory work these studies are used in practical construction of projects of the student's choosing. A beginning is made in woodturning.

127. Craft Activities for Elementary Teachers—II (2)

This course offers opportunity for elementary teachers and others to obtain experience in the use of hand-craft tools, materials, and operations. Emphasis is placed on student interest projects and their relation to classroom procedures. Students construct interesting projects in line with their curricular requirements.

131. General Metalwork—II (3)

A course designed to give initial preparation to teachers who wish to teach general metalwork either as a subject in itself or as a unit in the general shop. Sheet metal, bench metal, wrought iron, lathe practice, oxy-acetylene welding, forging, and foundry practice are included. Some time will be spent on the subject of art metal work, including raising and spinning aluminum, copper, and pewter. Some discussion will be given to metalwork, equipment and supplies and the organization of general metalwork for junior and senior high school classes.

141. Elementary Applied Electricity—II (3)

This course offers work in elementary electricity for unit classes in junior and senior high schools and for exploratory courses in general shop. A study of electrical theory is followed by laboratory and electric shop practice in bell wiring, simple house wiring, transformer installation, and interesting project construction. Electrical household appliances, storage batteries, and the economic importance of electricity are given attention.

151. Elementary Graphic Arts—I (3)

A general survey of the graphic arts industries designed to serve four types of students: industrial arts majors, teachers of industrial arts who wish to broaden their teaching to include graphic arts, art students and teachers who wish to gain knowledge and skill in certain graphic arts processes, and teachers of journalism and advisers of school publications who wish to improve their mechanical knowledge of publications. This is more than a course in printing; all phases of graphic arts are dealt with. Relief printing, planography, and intaglio will be treated on the laboratory basis. Related topics include: history of printing, bookbinding, photoengraving, paper classification and use, layout and design.

152. Graphic Arts—II (3)

This course is a continuation of Elementary Graphic Arts 151 and is designed to further the knowledge and skill of those who wish to teach printing either as a unit shop course or as part of a general shop course. The emphasis will be placed upon advanced composition and platen presswork. If the student desires it, some work may be had on the line composing machine and cylinder press.

Prerequisite: Industrial Arts 151.

211. Architectural Drawing—I (3)

A study of the problematic situations of building, with special emphasis on home planning, construction, and maintenance. The laboratory time is spent in discussion and technological solution of problems.

Prerequisite: Industrial Arts 111.

212. Machine Drawing and Design—I (3)

Machine design follows machine drawing in close sequence. General mechanism, motion types, cams, gears, and power transmission are studied. Small machines are designed in order to make practical application of previous theoretical principles studied.

Prerequisite: Industrial Arts 114.

216. Project Selection and Design—II (2)

A study of the problems involved in selecting and designing industrial arts projects suitable for various age and grade level groups. Attention will be given to project analysis and fundamental principles of design. The several materials of the industrial arts will be considered. Projects in-

corporating these materials will be planned, drawn, and blue-printed to be interchanged with class members.

221. Farm Carpentry and Building Construction—II (2)

Construction of small buildings and the problems of general farm wood-working form the basis for this course. Small articles needed in the home and farm, the study of the tables found on the steel square, rafter cutting and roofs for small buildings are some of the projects considered.

222. Pattern Making—I (3)

This course provides laboratory practice in the fundamental processes of patternmaking and foundry practice. A study is made of the materials and problems of the foundry and pattern shop.

Prerequisite: Industrial Arts 121.

223. Woodworking—II (3)

A course in advanced woodworking in which the problems of case goods construction are studied. A short unit of upholstery is a part of this course. In the laboratory, the woodworking machines are used in the construction of projects involving the problems studied.

Prerequisite: Industrial Arts 121.

224. Wood and Metal-finishing—II (2)

A study of the finishes ordinarily used in industrial arts, together with practical laboratory exercises in applying finishing materials.

226. Advanced Cabinet and Furniture Construction—I (3)

Emphasis is placed on the use of woodworking machinery. Production methods are stressed in the first part of the course. Opportunity is provided each student to build some project which he has designed. Discussions on types of joints, construction characteristics, and machine operation.

Prerequisite: Industrial Arts 223.

231. Advanced Metalwork—I (3)

Opportunity is offered the student in this course to make practical application of basic tool and machine processes in the development of advanced metalwork projects.

Prerequisite: Industrial Arts 131.

232. Auto Mechanics—I (3)

The automobile is treated as a typical example of applied science. Topics of primary consideration are the economic importance of the automobile industry, design and improved features of late-model cars, the ownership and operation of cars, traffic safety and driving, and the modern Diesel engine and its growing importance.

**233. Materials and Methods in Traffic Safety and Automobile Driving—
(Summer only) (3)**

This course is designed to meet the need for safety instruction in the schools of Illinois. A survey of the available instructional materials will be made, and courses of study suitable for high schools will be planned. Special attention will be given to effective methods of presentation now used in the schools offering such courses. Recommendations for the introduction of safety programs by the State Department of Public Work and Highways will be followed.

235. Farm Shop Work—I (2)

See page 84 for description of this course.

241. Applied Electricity—I (3)

This course is designed to follow course No. 141 and deals with electrical theory, with emphasis upon the production, transmission, and use of electrical power. Shop and laboratory work are divided as follows: (1) repair and maintenance of household appliances, (2) transformer building and testing, (3) motor winding and repair, (4) radio, and (5) modern lighting practices and requirements. The student is expected to make a rather intensive study of any two of the above units.

Prerequisite: Industrial Arts 141

251. Advanced Printing—I (2)

Production methods in printing. Development of some degree of skill in machine operation.

Prerequisite: Industrial Arts 152.

252. Advanced Printing—II (2)

Shop administration, record keeping, estimating, buying supplies. Advanced printing problems.

Prerequisite: Industrial Arts 251.

261. Materials and Methods of Teaching Industrial Arts—I (3)

A study is made of the special methods that are peculiar to industrial arts teaching. Emphasis is placed upon such topics as industrial arts objectives, types of shopwork, subject matter, courses of study, instructional devices, related information, correlation and integration, testing and grading.

Prerequisite: Twelve semester hours of Industrial Arts.

262. Problems in Industrial Arts Education—II (3)

A study of the problems that often confront the teacher of industrial arts in the organization of his shop, such as types of shops, equipment and supplies, tool and equipment arrangement, shop management, administration and supervision, current trends.

Prerequisite: Twelve semester hours of Industrial Arts.

264. Preparation of Instructional Materials—II (2)

Three types of instructional materials, such as formal class lessons, individual instruction sheets, and helps for the problem-solving method of teaching, will be prepared by students taking this course. Tests and printed matter helpful in instruction will be studied.

Prerequisite: Industrial Arts 261.

266. The Industrial Laboratory and Its Problems—II (3)

A course dealing with the history, function, subject content, methods, organization, operating problems and equipment of the multiple activity shop. The course is designed to meet the demand for information about this modern industrial arts movement.

Prerequisite: 12 semester hours of Industrial Arts.

LATIN

Students who have had less than two years of high school Latin take the required courses in the University High School; those with two years begin with Latin 111; three years, Latin 112; and four years, Latin 113.

Students electing Latin as a first teaching field take as a minimum the following courses: Latin 111, 112, 113, 114 and additional courses chosen from the remaining electives in Latin to make a total of 32 semester hours.

Students electing Latin as a second teaching field take as a minimum the following courses: Latin 111, 112, 113, 114 and additional courses chosen from the remaining electives in Latin to make a total of 24 semester hours.

Students electing Latin as a third teaching field take as a minimum the following courses: Latin 111, 112, 113, 114. Total: 16 hours.

111. Cicero—I (4)

Translations of four or five orations selected from the Catilinarians, the *Pro Imperio Pompei*, and the *Pro Archia*, with due attention to the political and historical background of each. Review of Latin inflections and syntax; some drill in writing simple Latin.

Prerequisite: Two years of high-school Latin.

112. Vergil—II (4)

A semester course in the reading of the *Aeneid*, Books I-VI. Study of the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics. Study of poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*.

Prerequisite: Latin 111 or three years of high-school Latin.

113. Latin Prose Composition—I (4)

A thorough and systematic review of Latin inflections and syntax. Written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors.

Prerequisite: Latin 112 or four years of high-school Latin.

114. Livy—II (4)

Selections from books I, XXI, XXII of Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Livy as a historian and writer.

Prerequisite: Latin 113.

115. Sallust, *De Conuratore Catilinae*—(Summer only) (3)

A translation course of comparatively easy Latin prose. The historical background of Cicero's orations against Cataline is emphasized together with a careful study of the grammatical structure of the language of this period.

Prerequisite: Three years of Latin.

211. Cicero's Essays—I (4)

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces, both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero.

Prerequisite: Latin 114.

212. Plautus and Terence—II (4)

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax are discussed. Special readings are assigned on the history of the theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama.

Prerequisite: Latin 114.

215. Horace, Odes and Epodes—I (2)

Translation and the metrical reading of Latin poetry. Life in the Augustan age and Horace's philosophy of life.

Prerequisite: Latin 114.

216. Horace, Satires and Epistles—II (2)

A continuation of course 215.

Prerequisite: Latin 215.

217. Seneca's Tragedies—I (2)

The *Troades* and the *Medea* will be read and attention called to the influence of Seneca on later writers.

Prerequisite: Latin 114.

218. Tacitus—II (2)

Agricola and *Germania*. An introduction to the prose of the Silver period.

Prerequisite: Latin 114.

219. Current Trends in the Teaching of Latin—(Summer only) (3)

An analysis and evaluation of the objectives, content, and methods in the teaching of Latin, and a study of textbooks and other teaching materials of Latin.

Prerequisite: One year of college Latin beyond Vergil.

221. Pliny's Epistles—I (2)

Prose of the Silver period. Offered 1940-41.

Prerequisite: Latin 114.

222. Martial's Epigrams—II (2)

The reading of Latin poetry and a study of social life under the emperors. Offered 1940-41.

Prerequisite: Latin 114.

225. Latin-English Etymology—I (2)

A lecture course showing the relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some treatment of the subject of semantics, especially as it applies to Latin words in English. Should be taken by all who make Latin a first or second teaching field. Offered 1940-41.

Prerequisite: Eight hours of college Latin.

226. Roman Private Life—II (2)

A lecture course designed to furnish background for the Latin teacher. An introduction to Roman topography is included. This course should be taken by all who make Latin a first or second teaching field. Offered 1940-41.

Prerequisite: Eight hours of college Latin; History students, senior college standing.

231. Ovid, Metamorphoses—(Summer only) (3)

A teacher's training course in the translation, scansion, and reading of Latin poetry.

Prerequisite: Latin 112 or 114.

LIBRARY

212. The Library as Information Center—(Summer only) (3)

Familiarity with reference tools and with books for the high school, also techniques for training pupils to use books.

262. Library Service in the Small School—(Summer only) (3)

Stress on the place of the library in the small school, planning and equipping of the small school library, use, methods of care of school library materials.

Prerequisite: English 101, 102, 103, or 104 or Education 220.

MATHEMATICS

Students electing Mathematics as a first teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 211, 212, 215, 220, 221, 222, 231, 232. Total: 32 hours.

Students electing Mathematics as a second teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 211, 215, 222, 231. Total: 22 hours.

Students electing Mathematics as a third teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 221, 222. Total: 18 hours.

101. Arithmetic (Kindergarten-Primary)—I (2) or II (2)

This course includes a study of the number work of the first four grades, and the best methods of teaching the subject matter. Particular attention is paid to the meaning and development of the fundamental processes dealing with integers, and to the development of the meaning of a fraction. Diagnostic testing and remedial teaching as related to the problem of individual differences receive ample treatment.

102. Arithmetic (Intermediate)—I (3) or II (3)

A rapid survey is made of the number work of the first four grades. Then follows an intensive study of the subject matter of the arithmetic of the fifth and sixth grades, and the best methods of teaching it. Particular attention is paid to the broader meanings of a fraction and the uses of fractions, and to the need and uses of decimals. A study is made of the common measures and how to present them. The meaning, the uses, and the solution of the first basic problems of percentage are discussed.

103. Arithmetic (Upper Grades)—I (3) or II (3)

This course is a study of the mensuration and percentage of the seventh and eighth grades. In the work of mensuration the intuitive geometry is emphasized. Simple truths are discovered by construction and measurement. The rules for finding the areas of surfaces and volumes of solids are developed experimentally, and the results used in the solutions of problems. The three basic problems of percentage are studied. Then follows a consideration of the applications of percentage with special attention to their economic aspects and usages in the business world.

Prerequisite: One year of high school algebra and one year of plane geometry.

104. Arithmetic (Rural)—I (3) or II (3)

This course is planned to give a professional treatment of the subject matter of the arithmetic of the first six grades, with emphasis upon the best modern methods of teaching. A careful study is made of our number system, of the fundamental processes with whole numbers, fractions, and decimals, of the ordinary units of measure, of problems and their solution.

105. Advanced Algebra—I (2)

This course is for students who have had only one year of algebra in high school, and who wish to continue the study of mathematics.

106. Solid Geometry—I (2)

This course is for students who have had only one year of geometry in high school, and wish to continue the study of mathematics.

111. Algebra-Trigonometry—I (3) or II (3)

This course includes a rapid review of the quadratic equation, arithmetical and geometrical progressions, and the binomial theorem. Synthetic

division, the factor-remainder theorem, and an introduction to determinants are considered. The following topics of plane trigonometry are studied: the trigonometric functions and their relations, solving the right triangle and the general triangle, trigonometric equations, logarithms and their uses.

Prerequisite: Three semesters of high school algebra or Mathematics 105; one year of plane geometry; one half year of solid geometry or Mathematics 106.

112. Analytical Geometry—I (3) or II (3)

This course is a study of the point, line, triangle, and the circle, an introduction to the properties of the parabola, ellipse, and hyperbola, polar coordinates, and the general equation of the second degree.

Prerequisite: Mathematics 111.

115. Calculus—I (3)

This course deals with the elements of the differential calculus and some of its applications. Graphs of functions, theory of limits, maximum and minimum values of functions, and applications selected from many fields of study are considered.

Prerequisite: Mathematics 112.

116. Calculus—II (3)

This course deals with the introduction to the integral calculus and its applications, indefinite and definite integrals, area under a curve, lengths of curves, surfaces of revolution, solids of revolution, and an introduction to multiple integration.

Prerequisite: Mathematics 115.

211. College Geometry—I (2)

This course includes a study of the concepts and theorems and constructions with the modern geometry of the circle and the triangle, the quadrilateral and the quadrangle, and other related topics. Emphasis is placed on proving original exercises, construction work, generalizations, and the connections of the subject with the subject matter of high school geometry.

Prerequisite: Mathematics 116.

212. College Geometry—II (2)

This course is a continuation of Mathematics 211, with an introduction to the theory of descriptive geometry and projective geometry. Emphasis is placed on the analytical proofs of the many theorems considered. Many drawing plates are required in order that the student understand the theory involved.

Prerequisite: Mathematics 211.

215. Higher Algebra—I (2)

This course deals with the following topics: theory of equations, determinants, a study of choice and chance, solution of cubic and biquadratic equa-

tions, Sylvester's method of elimination, and an introduction to symmetric functions.

Prerequisite: Mathematics 112.

220. History of Mathematics—II (2)

This course includes (1) a chronological survey of the growth of mathematics dealing with the persons who have made outstanding contributions to elementary mathematics and the environment from which they came, and (2) a detailed study of the development of the special subjects of mathematics through the first steps of the calculus, with a brief survey of the mathematics since the invention of the calculus. Throughout the course, attention is paid to the relation of the historical aspects of mathematics to the teaching of high school mathematics.

Prerequisite: Mathematics 116.

221. Junior High School Mathematics—I (3)

This course treats of (1) the principles underlying the selection of materials for a junior high school course, (2) a study of the subject matter of intuitive geometry, mensuration, and percentage with attention to methods of presentation, (3) a study of the algebra and trigonometry content with a discussion of problems of teaching, and (4) general consideration of texts, tests, classroom equipment, library lists. Throughout the course, attention is paid to cultivating an appreciation of the contribution of mathematics to the progress of civilization.

Prerequisite: Mathematics 116.

222. Senior High School Mathematics—II (3)

This course treats of the objectives to be realized in the teaching of geometry and advanced algebra in the senior high school, with a study of materials and methods. It includes a critical study of the topics necessary for a teacher's background: in geometry, postulational thinking, definitions and their uses, the meaning of a proof, indirect proof, duality, continuity, symmetry, and the proving of original exercises; in algebra, the growth of the number system, the solution of equations, graphing, the function idea, and verbal problems.

Prerequisite: Mathematics 116.

231. Calculus—I (3)

This course includes a study of the following topics: theory of continuity, Rolle's theorem, mean value theorem, indeterminate forms, curvature, radius of curvature, partial differentiation, envelopes, evolutes, infinite series, expansion of functions, geometry of space, multiple integration, and their applications.

Prerequisite: Mathematics 116 and 215.

232. Problems in Applied Mathematics—II (3)

This course includes the solution of problems selected from many fields of study. Its main purpose is to give the student a broad understanding of

the power of mathematics, in order that his teaching can be made more effective with high school pupils.

Prerequisite: Mathematics 231.

240. Differential Equations—I (2) or II (2)

This course deals with an introduction to the theory and solution of linear differential equations. This course is planned for students who expect to study topics in advanced physics, or for students who expect to continue graduate work in mathematics.

Prerequisite: Mathematics 231.

250. Advanced Methods in Arithmetic—I (2) or II (2)

This course is planned for administrators, for supervisors of the teaching of arithmetic, and for teachers of experience. It is chiefly concerned with the techniques of diagnosis and remedial teaching.

Prerequisite: Mathematics 101, 102, 103, or 104; and Psychology 111.

MUSIC

Students electing Music as a first teaching field take as a minimum the following courses: Music 107, 111 or 112, 113, 114, 116, 122, 124, 209, 215 or 244, 236, and additional courses chosen from the remaining electives in Music to make a total of 35 semester hours.

Students electing Music as a second teaching field take as a minimum the following courses: Music 107, (105, 111, or 112), 113, 114, 122, and additional courses chosen from the remaining electives in Music to make a total of 21 semester hours.

Students electing Music as a third teaching field should secure the recommendation of the director of the music division. Total: 18 hours.

PARTICIPATION REQUIREMENTS

Students who choose music as a first teaching field are required to participate in one vocal organization, in band, and in orchestra, as soon as they qualify and for the remainder of their course. Those who choose music as a second field must participate in one vocal and one instrumental group, and those choosing it as a third field in at least one organization under the conditions stated above.

CREDIT

One POINT will be recorded for a minimum of 36 hours of participation in a musical organization per semester. A special blank is provided for this purpose and is kept on file in the Appointment Bureau office in order that the superintendents may have complete information as to the scope and quality of the student's music activities. After a student has accumulated a total of 18 participation points, he is entitled to one semester hour for each additional point, which will constitute a part of his regular program and may be applied toward graduation upon the recommendation of the department.

101. Music—I (2) or II (2)

Open to students in the Primary Curriculum. Rote singing as a basis for the study of tonal and rhythmic elements in music; notation; note reading of much simple song material; creative work; the singing voice; practice in the use of a pitch-pipe; and acquaintance with the piano key-board.

102. Music—I (2) or II (2)

Open to students in the Primary Curriculum. A study of the child voice, its development and care, and of various types of music activities suitable for elementary grades; examination of materials; courses of study for primary grades; the place of music in the integrated program; opportunity for observation in the training school.

Prerequisite: Music 101.

103. Music—I (2) or II (2)

Open to students in the Intermediate, Upper Grades, and Rural Curricula. A study of the basic principles and techniques of teaching music in the intermediate and upper grades, and rural schools (separate sections for each of these divisions), instructional planning, and evaluation of basic texts and other forms of music curriculum materials.

104. Rural School Music—(Summer only) (3)

This course is designed to meet the needs of the teacher in the rural community. It is a study of the basic principles and techniques of teaching music, instructional planning, and evaluation of basic texts and other forms of music curriculum materials; the possibilities of the use of the radio and phonograph in the rural schools; the public program, and instruction in directing community singing.

105. Fundamentals of Music—(Summer only) (3)

This is a practical course in sight singing designed to meet the needs of teachers who have not had the theory and practice of *so-fa* singing in the elementary school or high school. The course deals primarily with a review of rudiments, singing by syllable, ear training, dictation, and other problems necessary for success in teaching music. This course may be substituted for Primary Music 101, Music 103 or Music 111.

107. Music Appreciation—I (1) or II (1)

This course, by giving the student opportunity to hear and perform many pieces of good music, purposes to enrich his experience, increase his enjoyment in music, and make him aware of the association of music with literature and art.

111. Sight Singing and Ear Training—I (2)

This is a practical course in sight singing open to students who have not had the theory and practice in *so-fa* singing in the elementary or high school.

The course deals primarily with a review of rudiments, singing by syllable, ear training, and dictation.

Prerequisite: Ability to sing simple melodies by rote and a knowledge of the rudiments of music.

112. Sight Singing and Ear Training—I (2)

This is an advanced course in sight singing and ear training open to students who have had the theory and practice in *so-fa* singing in the elementary or high school. The purpose of the course is further development of skill in sight singing, recognizing intervals, and writing melodies and chords from dictation.

Prerequisite: Ample preliminary training in sight singing.

113. Conducting (Vocal)—I (3)

A study of the fundamental principles of baton technique, routine of organization and rehearsal of music groups, criteria for the selection of vocal materials, and program building. Practical work in conducting.

Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.

114. Methods of Group Instruction (String)—II (3)

Practical instruction in playing, and methods of teaching the string instruments of the orchestra.

121. Methods of Group Instruction (Advanced String)—I (3)

This is a continuation of the elementary course in methods of Group Instruction (String).

Prerequisite: Music 114.

122. Methods of Group Instruction (Piano)—II (2)

Practical instruction in playing, and methods of teaching class piano.

123. Methods of Group Instruction (Advanced Piano)—I (2)

This is a continuation of the elementary course in methods of Group Instruction (Piano).

Prerequisite: Music 122.

124. Music Education—II (3)

A study of the basic principles and techniques of teaching music in the lower grades, instructional planning, and evaluation of basic texts and other forms of music curriculum materials. This course emphasizes observation and discussion of activities in the music classes in the lower grades in the training school.

125. Methods of Group Instruction (Woodwind)—I (3)

Practical instruction in playing, and methods of teaching the woodwind instruments of the band and orchestra.

131. Methods of Group Instruction (Voice)—II (2)

Practical instruction in singing and methods of teaching voice classes in high school.

Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.

132. Methods of Group Instruction (Advanced Voice)—I (2)

This is a continuation of the elementary course in methods of Group Instruction (Voice).

Prerequisite: Music 131.

151. Literature of Music—I (2)

The purpose of the course is to acquaint the student with an abundance of music literature from the general or cultural point of view. Chamber music and the smaller forms of instrumental and vocal music will be stressed with reference to style, schools, and general trends.

209. Harmony—II (3)

A study, through ear, eye, and keyboard of the major and minor scales in all keys; intervals, triads, and their inversions; simple chord progressions; the dominant seventh and its inversions in the major and minor modes. Written work.

Prerequisite: Music 111 or 112.

211. Harmony—I (3)

This is a continuation of Course 116. A study, through the ear, eye, and keyboard of the secondary triads and seventh chords; modulation and key transitions. Written work.

Prerequisite: Music 209.

215. History of Music—I (2)

A study of the development of music from the beginning of history and including the time of Beethoven. Nationalities, schools, and composers are studied. The relation of music to the history of civilization is shown, and abundant musical illustrations are presented.

223. Methods of Group Instruction (Advanced Woodwind)—I (2)

This is a continuation of the elementary course in Methods of Group Instruction (Woodwind).

Prerequisite: Music 125.

232. Methods of Group Instruction (Brass)—II (3)

Practical instruction in playing, and methods of teaching the brass instruments of the band and orchestra.

233. Group Method of Instruction (Brass and Percussion) — (Summer only) (3)

Practical instruction in playing, and methods of teaching the brass and percussion instruments of the band and orchestra. May be substituted for Music 232 and 234.

234. Methods of Group Instruction (Percussion)—II (2)

Practical instruction in playing, and methods of teaching the percussion instruments of the band and orchestra.

235. Music Education—I (3)

A study of the basic principles and techniques of teaching music in the intermediate and upper grades, instructional planning, and criteria for the selection of music materials. This course emphasizes observation and discussion of activities in the music classes in the intermediate and upper grades in the training school.

236. Advanced Conducting (Instrumental)—II (3)

A continuation of the study of baton technique, score reading, organization and rehearsal routine, criteria for selection of instrumental material suitable to the ability of different groups, and program building. Observation and discussion of the activities in the instrumental groups in the training school; practical work in conducting instrumental groups.

244. History of Music—II (2)

This course begins with the Romanticists and includes a detailed study of twentieth century music.

252. Literature of Music—II (2)

The purpose of this course is to give opportunity for the study of the larger forms of music with special emphasis on the symphony, oratorio, and opera.

253. Chamber Music—I (1) or II (1)

A study of chamber music for all combinations, and practical experience in performance.

255. Vocal Ensemble—I (1) or II (1)

A study of vocal materials, and practical experience in performance.

256. Current Trends in Instrumental Music—(Summer only) (3)

This course is designed for teachers of music who wish to become acquainted with the current practice in the organization and administration of a well balanced program of instrumental music in the elementary and high school.

257. Music in the Integrated Program—(Summer only) (3)

This course is planned to help the room teacher and teachers of special subjects in fitting music materials and activities to the needs of pupils as they carry forward the varied activities of the modern school program.

Units of activity involving various types of music expression will be demonstrated and discussed. Opportunity will be given for all members of the class to work out plans for use in units developed in their own teaching situations.

COURSES FOR MUSIC TEACHERS OFFERED AT NATIONAL MUSIC CAMP

Interlochen, Michigan

104. Grade School Vocal Methods—(Summer only) (1)

Kindergarten through sixth grade. Teaching methods, literature, voice training suitable for children in these grades.

(This course can be substituted for the required course in the Primary and Intermediate Grade Curricula.)

113. High School Vocal Music Teaching—(Summer only)

Credit to be determined

Teaching methods for junior and senior high schools; voice testing and training; choir training; literature; baton technique and practical work in conducting. A practical course, covering all branches of vocal music teaching in the junior and senior high schools.

(Accepted toward graduation in place of Conducting-Vocal 113.)

114. Methods of Group Instruction (String)—(Summer only) (1)

A course in the teaching of stringed instruments (violin, viola, cello, bass) in which the members of the class study the technique of the instruments as well as teaching methods, including practice teaching. Instruments are furnished by the Camp.

118. Wind Instrument Methods—(Summer only) (1)

A course in the teaching of wind instruments (flute, piccolo, oboe, clarinet, saxophone, bassoon, horn, trumpet, cornet, trombone, baritone, tuba, mellophone) in which the members of the class study the technique of the instruments as well as teaching methods, including practice teaching. Instruments furnished by the Camp.

123. Elementary Harp Class—(Summer only) (1)

Applied music practice. One hour daily.

141. Master Classes—(Summer only)

Credit to be determined

Master classes will be offered in the following: voice, violin, viola, cello, string bass, clarinet, flute, oboe, bassoon, saxophone, trumpet, trombone, and French horn.

These courses are designed to give students an opportunity for group study with artist teachers in the different fields of music. Enrollment is limited to not less than four nor more than ten.

215. Orchestration—(Summer only) (2)

A practical course in scoring piano pieces for orchestras of varying instrumentation, involving tonal balance, color or timbre, and technical problems. This course will also include practical work in scoring for band units of various instrumental combinations and in re-scoring published arrangements to accommodate bands of varying instrumentation. Scores completed in this class will be performed by Camp organizations during season under the direction of the persons scoring the works.

216. Marching Band Tactics—(Summer only) (1)

A course in field tactics common to school and college bands, including actual practice in training marching units, baton technique (including twirling) and plating formations. A practical course for band directors.

234. Methods of Group Instruction (Percussion)—(Summer only) (1)

A course in the technique of all instruments of the percussion family (drums, timpani, cymbals, castinets, tambourine, gong, bells, chimes, xylophone, marimba, etc.) in which the members of the class master the common techniques sufficiently to guide them in instructing their pupils in the proper ways to produce desired percussion effects.

236. Advanced Conducting (Instrumental)—(Summer only)

Credit to be determined

A study of baton technique, score reading, organization and rehearsal routine, criteria for selection of instrumental material suitable to the ability of different groups, and program building. Practical work in conducting instrumental groups.

237. Instrumental Teaching Methods—(Summer only)

Credit to be determined

This course includes teaching methods, conducting, literature, organization, performance practice and practice teaching of orchestra and band. A practical course, covering all branches of instrumental music teaching in the junior and senior high school, inclusive of reading and studying band and orchestra materials of all grade levels.

261. Program Planning and Script Writing—(Summer only) (1)

This course will include theory and practice in organizing school groups for radio production; selection of programs; arrangements with broadcasters. The script writing will include theory and clinic examinations of script; methods of securing and holding audience attention; various types of scripts; transitions; dialogue; dramatic development; use of music; announcements; continuity for musical programs.

262. Program Direction and Production—(Summer only) (1)

The theory and practice of microphone placement and control; casting; sound effects; musical mounting; methods of directing actors; timing.

Engineering and Sound Effects. Short wave. Theory and practice. Monitoring programs; microphone balance; special effects; sound effects—recorded and manual; practice in connection with production practice. Short wave will include nature of reservation by FCC for non-commercial educational use and conditions of allocations; equipment; maintenance; operation; programming; costs; range of usefulness, etc.

263. Music for Radio—(Summer only) (1)

Theory and practice; special uses of music to meet script needs; guides to score music for radio needs; music rights; arranging for radio needs; programming for music hours; orchestra and choral balance. Practice in connection with program production, and special events.

264. Teaching Music by Radio—(Summer only) (1)

A practical course in methods of teaching with small studio orchestra or group and opportunity for observation and work with control groups or class.

Audience Preparation Follow-up. Methods of assembling audiences for radio program; publicity and promotion methods writing of promotional materials; distribution channels; checking up on use of programs; listener interest, etc.

265. Survey Course in Orchestra Material—(Summer only) (1)

This course will be a comprehensive study of all the materials comprising the 1940 National Competition-Festival list and will include interpretation, conducting and score revision.

266. Survey Course in Band Material—(Summer only) (1)

This course parallels the course in orchestra materials and will be offered at a separate period.

PHYSICAL SCIENCE

Students electing Physical Science as a first teaching field take as a minimum the following courses: Physical Science 110, 120, 150 and (253, 255) or (256, 258) and (201, 203) or (207, 209) and 228 or 275 and additional courses chosen from the remaining electives in Physical Science to make a total of 35 semester hours.

Students electing Physical Science as a second teaching field take as a minimum the following courses: Physical Science 110, 120, 150 and (253, 255) or (256, 258) and (201, 203) or (207, 209) and 228 or 275. Total: 21 hours.

Students electing Physical Science as a third teaching field take as a minimum the following courses: Physical Science 110, 120, 150 and (253, 255) or (256, 258) and (201, 203) or (207, 209). Total: 19 hours.

110. Introduction to Physical Science—I (3) or II (3)

This is one of a series of three courses in natural science required of all freshmen in four year curricula. In this one, based upon a study of matter and energy, an attempt is made to give a structural picture of the basic components of the universe. It is a non-laboratory course, in which extensive use is made of lecture demonstrations.

120. General Chemistry—I (3) or II (3)

A study of the non-metals and the fundamental principles of chemical science. Two periods of recitations and one double period of laboratory work per week. The course is intended for science majors and others needing systematic training in chemistry.

Prerequisite: Physical Science 110, except for Home Economics students.

122. Agricultural General Chemistry Lectures—II (3)

A continuation of course 120 including the study of the metals and elementary qualitative analysis. Attention is given to soils, fertilizers and insecticides.

Prerequisite: Physical Science 120.

Students taking this course should not take Physical Science 201.

124. Elementary Qualitative Analysis Laboratory—II (2)

To accompany course 122 including laboratory practice in the study of metallic compounds and the identification of simple mixtures of salts.

Prerequisite: Physical Science 120 with 122 accompanying or preceding.

Students taking this course should not take Physical Science 203.

131. Agricultural Organic Chemistry—I (3)

A consideration of the chemistry of plants and animals consisting of lectures and one double period of laboratory work per week. Farm chemurgic problems are given attention.

Prerequisite: Physical Science 122, 124.

132. Household Chemistry—II (3)

A study of the chemical problems of the household, including fuels, water, cleaners, and elementary organic chemistry embracing hydrocarbons, alcohols, fats, carbohydrates and proteins. Two recitations and one double laboratory period per week.

Prerequisite: Physical Science 120.

150. General Physics, Mechanics—I (3) or II (3)

A course in elementary mechanics of solids, liquids, and gases. Two recitations and one double laboratory period per week. The work is intended for science majors and others needing systematic training in physics.

Prerequisite: Physical Science 110.

201. Qualitative Analysis Lectures—I (3)

A continuation of course 120 and embracing a study of the metals and the separations and identification of anions and cations. Three recitations per week.

Prerequisite: Physical Science 120.

203. Qualitative Analysis Laboratory—I (2)

Laboratory practice on reactions of the metals and their separation and identification, to accompany course 201. Qualitative analyses of mixtures of compounds and of alloys are made. Two double laboratory periods per week.

Prerequisite: Physical Science 120, with 201 preceding or accompanying this course.

204. Quantitative Analysis Lectures—II (2)

This course deals with the fundamental principles of the quantitative estimation of metal and non-metal components of mixtures and compounds. Numerous problems based on chemical reactions are studied. Two recitations per week.

Prerequisite: Physical Science 122, 201 and 203.

206. Quantitative Analysis Laboratory—II (3)

Practice in fundamental processes of gravimetric and volumetric analysis.

Prerequisite: Physical Science 124, 201 and 203, with 204 preceding or accompanying this course.

207. Elementary Organic Chemistry Lectures—I (3)

The first of a series embracing the chemistry of the carbon compounds. Hydrocarbons, alcohols, isomerism, aldehydes, ketones, acids and esters are studied. Three recitations per week.

Prerequisite: Physical Science 120 and 150.

209. Elementary Organic Chemistry Laboratory—I (2)

Laboratory practice on the preparation and reactions of compounds mentioned in the preceding course. Two double periods of laboratory work per week.

Prerequisite: Physical Science 120, 150, with 207 to precede or accompany.

212. Organic Chemistry Lectures—II (3)

A continuation of courses 207 and 209 embracing the study of ethers, amines, amides, amino acids, hydroxy acids and aromatic compounds. Three recitations per week.

Prerequisite: Physical Science 207 and 209.

214. Organic Chemistry Laboratory—II (2)

Laboratory practice on the preparations and reactions of compounds mentioned in course 212. Two double laboratory periods per week.

Prerequisite: Physical Science 207, 209, with 212 preceding or accompanying.

215. Elementary Physiological Chemistry—I (2)

A study of the fundamental principles of the chemistry and functioning of the animal body, embracing study of carbohydrates, and fats. One recitation and one double laboratory period per week.

Prerequisite: Physical Science 132 or 207.

216. Elementary Physiological Chemistry—II (2)

A continuation of course 215, embracing the study of amino acids, proteins, digestion, enzyme action, absorption, blood, lymph and metabolism. One recitation and one double laboratory period per week.

Prerequisite: Physical Science 215.

221. Physical Chemistry Lectures—(Summer only) (3)

The first of a series of courses in theoretical chemistry. It deals with the properties of gases, liquids, solids, solutions, elementary thermodynamics and colloids. Three recitations per week.

Prerequisite: Physical Science 204, 206.

223. Physical Chemistry Laboratory—(Summer only) (3)

Laboratory practice to accompany preceding course. Two double laboratory periods per week.

Prerequisite: Physical Science 204, 206, with 221 accompanying.

224. Physical Chemistry Lectures—(Summer only) (3)

A continuation of courses 221 and 223, embracing equilibrium, chemical kinetics, electrical conductance, electrolytic equilibrium, hydrolysis, polarization, photochemistry, radioactivity, atomic structure, and quantum theory. Three recitations per week.

Prerequisite: Physical Science 221, 223.

226. Physical Chemistry Laboratory—(Summer only) (3)

Laboratory practice to accompany preceding course. Two double laboratory periods per week.

Prerequisite: Physical Science 221, 223, with 224 accompanying.

228. Materials and Methods in Chemistry—II (2)

The course includes a consideration of the modern scientific viewpoint, the aims of high school chemistry instruction, the principles and methods of teaching science, educational psychology applied to science teaching, the selection and organization of subject matter, examinations and new type tests, selection of texts, equipment and supplies, classroom and laboratory instruction and management, and current problems in chemical education. Extensive use is made of the Journal of Chemical Education.

Prerequisite: Physical Science 120, 150 and two of the following: 201, 204, 207, 212.

252. Household Physics—II (3)

A course in applied physics of the home for Home Economics majors. Heat, electricity, and light receive the major emphasis in the course. Quantitative laboratory work is a valuable part of the course. Two recitations and one double laboratory period per week.

253. Sound, Heat, and Light Lectures—I (3) or II (3)

This course includes wave motion, the nature and properties of sound, nature of heat, temperature and heat measurements, heat transmission, and applications of heat. The nature and properties of light, the action of lenses and mirrors and their use in optical instruments with related topics are also a part of this course. Three recitations per week.

Prerequisite: Physical Science 150, Mathematics 111.

255. Sound, Heat, and Light Laboratory—I (2) or II (2)

Laboratory practice, quantitative in nature, on topics mentioned in course 253. Two double periods per week.

Prerequisite: Physical Science 150, Mathematics 111, with Physical Science 253 preceding or accompanying.

256. Electricity and Atomic Structure Lectures—I (3) or II (3)

A study of the theories and laws of magnetism and electricity, including high voltage power transmission, together with an elementary study of radioactive substances and atomic structure. It is recommended that course 258 accompany this one.

258. Electricity and Light Laboratory—I (2) or II (2)

Laboratory practice in the use of electrical and light apparatus, based upon the topics mentioned in 256. Two double laboratory periods per week.

Prerequisite: as for 256 with that course preceding or accompanying.

261. Advanced Electricity Lectures—I (3)

Including circuits, electrostatic fields, potential, motors and generators, capacitance, inductance, transmission and distribution of power and thermionic tubes. Three recitations per week.

Prerequisite: Physical Science 256, 258 and Mathematics 111.

263. Advanced Electricity Laboratory—I (2)

Laboratory practice on the topics studied in course 261. Two double laboratory periods per week.

Prerequisite: same as for course 261.

264. Modern Physics—II (3)

Including recent developments in physics, with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. Three recitations per week.

Prerequisite: Eight hours each of physics and chemistry, and Mathematics 115.

265. Advanced Mechanics and Thermodynamics Lectures—I (3)

Including trajectory, accelerated motion, angular motion, moment of inertia, simple harmonic motion, radiation, kinetic theory, gas equations, Carnot cycle, entropy, and Kelvin scale of temperature. Three recitations per week.

Prerequisite: Physical Science 253 and Mathematics 115.

267. Advanced Mechanics and Thermodynamics Laboratory—I (2)

Laboratory exercises based on topics listed in course 265. Two double laboratory periods per week.

Prerequisite: as for 265 with that course preceding or accompanying.

272. Wave Motion and Physical Optics Lectures—II (3)

A study of wave motion as applied to sound and light, including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. Three recitations per week.

Prerequisite: Physical Science 253 and Mathematics 115.

274. Wave Motion and Physical Optics Laboratory—II (2)

Laboratory work involving the use of the spectrometer and other apparatus for the study of topics treated in course 272. Two double periods per week.

Prerequisite: as for 272 with that course preceding or accompanying.

275. Materials and Methods in Physics—I (2)

This course endeavors to present the purpose of a beginning course in physics and the proper methods of presenting the subject matter to high school pupils. Numerous textbooks and current educational literature pertaining to the subject are used for reference reading. Numerous recently published textbooks are analyzed and evaluated. The purpose and method of conducting laboratory experiments, the selection of experiments and apparatus, and suggestions for properly equipping a physics laboratory are given.

Prerequisite: Physical Science 120, 150.

277. Recent Developments in Science and Science Teaching—(Summer only) (3)

A course intended for the science teacher who desires to keep abreast of late scientific discoveries. It includes a study of the effects of such discoveries on current thought and life, and the methods of interpreting them to high school students. The history of science instruction is studied and present trends are investigated. The place of the science teacher as an interpreter and exponent of science in his community is considered.

279. Municipal and Industrial Science—(Summer only) (3)

A course dealing with the technique of the school excursion as an extra-curricular activity and with the scientific aspects of community and industrial

life as expressed in public health and safety movements, together with a study of typical central Illinois industries. Municipal studies will include sanitation, water and sewage treatment, crime detection, and air conditioning. Industries include ceramic, sulfuric acid, zinc smelting, corn products, soy bean milling, dairy, power production and fuel gases, refrigeration and domestic engineering.

Excursions are made to industries within a radius of 75 miles of Normal. There are two excursions per week, starting at 1:00 P.M. On two other days per week one hour lectures are held. There are no Saturday excursions.

It is expected that the course will (a) instruct members of the class on the excursion method of instruction (b) and give its members such a background of applied science as will enrich their classroom teaching. There is no transportation cost to the student. Class limit, twenty-one. Registration should be made in advance.

280. Consumer's Science—(Summer only) (3)

Deals with problems of the consumer in a scientific environment. Adapted to the use of the teacher in both elementary and secondary classes, as well as to consumer groups, such as parent-teacher organizations and women's clubs. The aim is to stimulate more intelligent buying by the public. Methods for evaluating and testing the great variety of commodities entering the home, such as fresh and canned foods, baking powders, cosmetics, dentifrices, textiles, drugs, and soaps are considered. The course is non-laboratory in nature, but numerous demonstrations are used.

281. Materials and Methods in General Science—(Summer only) (3)

The course is designed for those teaching general science in the elementary, junior, and senior high schools. Consideration will be given to the objectives of general science teaching, classroom procedures for different age groups, tests, selection of texts and workbooks, and equipment and supplies.

282. Principles of Safety Education—(Summer only) (3)

A course for elementary and secondary teachers, involving a study of the hazards of modern life, particularly those of youth, the investigation and interpretation of casualty statistics, and the means employed for inculcating habits of safety. Safety reading material is consulted, charts are made and studied, moving pictures employed and means considered for promoting safety in both the school and community. This course is not primarily concerned with traffic problems.

283. Tests of Consumer Products—(Summer only) (3)

A laboratory course in the grading and testing of consumer products. This course is designed to meet the needs of home economics teachers, teachers interested in consumer education for high school pupils and for teachers as consumers. No previous knowledge of chemistry is necessary. Various canned vegetables and fruits will be tested and graded. Fresh fruits and vegetables along with meat, poultry and various dairy products such as milk, butter, cream and ice cream will be studied and graded.

PSYCHOLOGY AND PHILOSOPHY

111. General Psychology—I (3) or II (3)

An introductory course designed to give a scientific foundation for interpretation of human behavior. Motives of men's acts, observing and attending, emotion, learning, memory, and problem-solving, influence of heredity and environment upon development, and personality development are the main problems which constitute this course.

115. Educational Psychology—I (3) or II (3)

The aim of the course is to develop judgment and skill in the application of the principles of psychology to the guidance of mental growth in children and adolescents, primarily through the agencies of the school. Though the course is organized from within the field of educational psychology, the point of departure in the case of many of the topics will be observation in the training schools.

Prerequisite: Psychology 111.

211. Psychology of Modern Business—I (2)

A course designed to put students of Commerce and Industrial Arts in contact with the methods and results of the psychology of marketing, advertising, salesmanship, and employment. An evaluation of current popular methods of judging personality and a comparison of these with the experimental and objective test methods of psychology. Open to students in other curricula.

Prerequisite: Psychology 115.

212. Social Psychology—II (2)

In this course the emphasis is on the mental behavior of large organized groups rather than on that of the individual. After a brief study of primitive society, present day groups are studied, such as local clubs, business corporations, government, religious, educational, fraternal and propaganda associations. Their aims, how mass motivation is secured, their methods of operation, how large scale teaching and learning is carried on. How public opinion is formed through the use of the press, the pamphlet, the radio, and other means of communication, and also through the organization of pressure groups, propaganda and censorship methods. Of value to students in all curricula. Of special interest to social science and literature majors.

Prerequisite: Psychology 111.

221. Child Psychology—I (2)

A study of the psychological processes of childhood during the period from infancy to adolescence, with special emphasis on the pre-school, kindergarten and primary periods. The physical, mental, moral, and social growth and development of childhood will be studied.

Observation lessons, lectures, reports, and class discussions.

Prerequisite: Psychology 115 or Education 108.

222. Psychology of Adolescence—II (2)

The major objective of this course is to give the student an understanding of the behavioral characteristics of the high school student. This involves a study of development in the areas of physical, emotional, social, moral and religious, and intellectual growth. Special attention will be given to methods of obtaining information about the student.

Prerequisite: Psychology 115 or Education 108.

225. Psychology of Music and the Other Fine Arts—II (3)

This course is designed to acquaint the student with the contributions of psychology to the study of music and the other fine arts. It will include an analysis of the factors and principles that constitute artistic capacity and ability and the extent to which these may be determined, through psychological analysis and measurement. Though this course is of specific interest to students of music, art and household arts, it is open to any students interested in gaining a better conception of the educational significance of the fine arts.

Prerequisite: Psychology 111.

231. Psychology of the Secondary School Subjects—I (3)

A course which presupposes a thorough knowledge of elementary psychology and its general applications to teaching. It is a training course in the application of psychology to the teaching of specific high school subjects and supplements the courses in special methods on the psychological side. In the latter half of the course the students are grouped according to their major teaching fields, and make an intensive study of the psychological experiments dealing with the teaching of their particular subjects. Reports, observations in the training schools, and discussions in which the class, the teacher, and critic teachers in the University High School participate.

Prerequisite: Psychology 115.

234. Mental Hygiene—I (3) or II (3)

This course is composed of selected material from three areas: Mental Hygiene, Clinical Psychology, and Abnormal Psychology. It is designed to aid the prospective teacher in: (1) recognizing serious problems; (2) recognizing minor problems early and giving some help in correcting them; (3) preventing the development of adjustment problems by applying the positive principles of Mental Hygiene and working on the teacher's own personality development.

Prerequisite: Psychology 115 or Education 108.

235. Experimental Educational Psychology—I (3)

After a preliminary study of methods of research in this field, problems related to learning, teaching, or testing will be selected and worked out experimentally either in the laboratory or in the training schools, according to the nature of the problem chosen by the student. Class limited to fifteen. Students are urged to consult the instructor before enrolling. Those doing

student teaching are favorably situated for combining teaching with this course.

Prerequisite: Education 221 or 208, Psychology 115.

237. Objective Tests and Measurements—(Summer only) (3)

A study of standardized intelligence and achievement tests, including training in constructing objective class-room tests. An intensive study of standardized tests available in the fields of major interest to the students of either elementary or secondary school level. A study of methods of administering and of scoring and evaluating scores through statistical methods. Practice in the application of results to educational diagnosis and remedial teaching. Practical demonstrations in the training school.

Prerequisite Psychology 115 or Education 108.

251. Introduction to Philosophy—I (3)

A brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

252. Ethics—I (3)

Principles underlying human conduct, with applications to the life of the individual and of society.

SOCIAL SCIENCE

Students electing Social Science as a first teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, 115, 116, 121, 166, and additional courses chosen from the remaining electives in Social Science to make a total of 40 semester hours.

Students electing Social Science as a second teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, and additional courses chosen from the remaining electives in Social Science to make a total of 20 semester hours.

Students electing Social Science as a third teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, and additional courses chosen from the remaining electives in Social Science to make a total of 18 semester hours.

111. Contemporary Civilization—I (3)

This course studies contemporary society and its problems from the viewpoint of integrated social science, the economic changes of the last century and a half, their impact upon society and the governmental attempts at control of the processes.

112. Contemporary Civilization—II (3)

This is a continuation of Course 111. Problems of contemporary life are examined. The approach throughout is designed to show the social, economic, and political relationships of modern life.

113. History of Civilization and Culture—I (3)

The story of primitive man, the ancient cultures of the Middle and Far East, the civilizations of Greece, Rome, and the Middle Ages are studied with constant attention to the evolution of those institutions, arts, and processes whereby man has served his needs and expressed himself.

114. History of Civilization and Culture—II (3)

This course continues the conception set up in the previous course. It emphasizes the transition to the Modern World, the rise of the state system, and attempts to estimate the nature and development of modern civilization; the economic, democratic, and nationalistic tendencies, and the new social needs.

115. History of the United States—I (3)

A survey course covering the colonial and the early national periods to 1850. Emphasis is placed upon the economic development of the colonies, the struggle for Independence, and the social and cultural development of European stock in this country. Attention is devoted to the formation of a National government, territorial expansion, westward movement, and political controversies.

116. History of the United States—II (3)

A continuation of Course 115. Attention is drawn to the sectional conflicts leading to the Civil War, to the agrarian and the industrial revolutions, and to territorial acquisitions abroad. Emphasis is placed upon the contemporary problems of American life.

121. Principles of Economics—II (3)

This is a course dealing intensively with economic thought and current economic theory. Special emphasis is laid upon the theory of value and upon the theory of distribution.

151. Political Institutions and Practices of Illinois—I (2)

The growing needs of Illinois citizens are considered as the determining factors in the evolution, expansion, and activity of the State's governmental institutions. The purpose of the course is to prepare teachers to interpret Illinois political institutions and practices to junior and senior high school pupils.

152. Materials and Methods in Upper Grade History—(Summer only) (3)

The content of the upper grade history curriculum is considered and special attention is given to methods and materials in accord with recent trends in the teaching of social sciences.

161. Social and Economic Organization and Problems—I (3) or II (3)

This course deals with neighborhood and community types: the home, the church, the school, national and local rural organizations, economic ad-

justments, standards of living, land policies, adult education, leadership, cooperation and community progress. It furnishes a scientific background for active participation in desirable social adaptation.

166. Introduction to Sociology—II (3)

This course, as its title implies, offers as introduction to the general field of sociology. Descriptions of groups and institutions, together with their folkways, will be employed as the material of departure. Theory will be introduced to illustrate and clarify current trends. Social changes, with their accompanying problems, will be examined while the importance and methods of social control will be emphasized. Required of all majors in social science.

211. Modern Economic Society—I (3)

This course is a broad survey of some of the chief characteristics of our contemporary economic system, specialization, mechanization, marketing, and corporations. Considerable time is given to the study of business instability, the national and international phases of business cycles.

Prerequisite: 12 semester hours of Social Science.

212. Current Issues—(Summer only) (3)

A study of present day questions of public policy. Reciprocal trade agreements; farm policy; national defense program; social security changes; gold; Latin American-United States solidarity; government spending as a recovery measure; unemployment.

213. Money and Banking—I (2)

The first part of the semester is taken up with the present money system of the United States and its development, including such topics as inflation, index numbers, and managed currency; the second part of the course is a study of banks and banking from the point of view of society.

Prerequisite: 12 semester hours of Social Science.

214. Labor Economics and Labor Problems—II (2)

This is a study of the worker and his problems, with emphasis on the economic principles and issues involved. Special attention is given to unemployment, wages, hours, compensation, the rise of labor unions, collective bargaining, strikes, and various legal and social questions which concern labor.

Prerequisite: 12 semester hours of Social Science.

215. Public Finance—I (2)

A study of governmental expenditures and taxes, surveying rapidly the tax systems of the Federal government, and the various states, with special emphasis on Illinois.

Prerequisite: 12 semester hours of Social Science.

216. American Industrial History—II (3)

The industrialization of America, the problems connected with agriculture, the rise of monopoly, and the trend away from laissez-faire; special emphasis is placed upon the role that government has assumed in ending, regulating and guiding economic activity.

Prerequisite: 12 semester hours of Social Science.

219. Advanced Economic Theory—(Summer only) (3)

This is a course in intermediate economic theory and consists of a further examination of theories touched upon in Principles of Economics. Some time is given to a study of the history of the development of economic thought.

Prerequisite: Social Science 121.

221. Greek History—I (2)

Greek life from its primitive beginnings to the year 30 B. C., with attention to the political, social, economic, artistic, and intellectual developments.

Prerequisite: 12 semester hours of Social Science.

222. Roman History—II (2)

From the beginning of civilization in Italy to 565 A.D. Phases of Roman life and thought are studied with special reference to contributions in government and law.

Prerequisite: 12 semester hours of Social Science.

223. Medieval History—I (2)

Chronologically, this course continues from the one in Roman History to 1500. Such subjects as the Church, feudalism, the towns, and the medieval background of modern nationalities are considered.

Prerequisite: 12 semester hours of Social Science.

225. Renaissance and Reformation, Europe 1400-1648—I (2)

This course takes up these two great movements in some detail with emphasis on their continued effects on civilization.

Prerequisite: 12 semester hours of Social Science.

226. Dynastic Rivalries, Europe 1648-1789—II (2)

This course traces the predominance of France in the Age of Louis XIV, the rise of Russia and Prussia, and the great world struggles for colonial possessions.

Prerequisite: 12 semester hours of Social Science.

227. Revolutionary Europe, 1789-1850—I (2)

This course deals with the French Revolution, the Revolution of 1830 and that of 1848. It shows the rise of nationalism and democracy in Western Europe.

Prerequisite: 12 semester hours of Social Science.

228. Nationalism and Imperialism, Europe 1850-1918—II (2)

This course deals with the forces that led to the World War. Nationalism, militarism, economic imperialism, systems of alliances, the Balkan problem and the great international crises are major topics.

Prerequisite: 12 semester hours of Social Science.

229. Europe since the World War—I (2)

This course begins with the treaties which closed the World War. Some units considered are: Bolshevik Russia, Fascist Italy and Germany, unrest in Africa and Asia, agencies for peace, war debts and reparations, danger spots of today.

Prerequisite: 12 semester hours of Social Science.

231. Colonial Life and Institutions—I (3)

This course takes up the transfer of European ideas, institutions and customs to America, and traces their subsequent development on American soil.

Prerequisite: Social Science 115.

232. History of the American Frontier—II (3)

This course traces the westward movement and the influence of the frontier on American life and institutions.

Prerequisite: Social Science 115.

233. Expansion and Conflict—I (3)

This course is a study of life, leaders, and institutions in the middle period of American History. Emphasis is placed upon sectionalism, nationalism, compromise and reaction, party evolution, economic development and social antagonisms, which culminate in the Civil War.

Prerequisite: Social Science 115.

234. Recent American History—II (3)

An intensive study of the history of this country since the Civil War, stressing such topics as: the industrial development; the rise of the Far West; economic and commercial imperialism; social and economic movements of the twentieth century; the World War and the reaction therefrom.

Prerequisite: Social Science 116.

235. History of the South—(Summer only) (3)

This course is a general survey of the states which formed the Confederacy. Attention is given to those physical characteristics, economic and social institutions which served to identify the South as a distinct section. Inquiry is made into those economic and political conditions which disrupted the Confederacy, and later into the factors that have contributed to the building of the new South.

240. High School History Methods and Materials—II (2)

The nature of history, its place in the high school curriculum, the aims, methods of study, and various forms of recitation are studied. Some organization of subject matter for teaching purposes, a wide collateral reading in method, and the examination of a variety of materials suitable for use in the secondary school history class necessitate the keeping of a notebook. In addition, each student starts a collection of illustrative materials for his prospective teaching.

241. Early English History—I (2)

From the invasions to 1689 the social, economic, and intellectual forces are considered, while tracing the development of English common law and the nature and importance of the great statutes.

Prerequisite: 12 semester hours of Social Science.

242. Later English History—II (2)

From 1689 to the present. Particular attention is devoted to such subjects as the cabinet system, the industrial revolution, the extension of the franchise, remedial legislation, and imperial development.

Prerequisite: 12 semester hours of Social Science.

243. History of the Far East—I (3)

A study of the peoples and problems of the Orient with reference to their internal development and the part they play in world politics. This course, taught in 1940-41, alternates with History of the Latin American Republics.

Prerequisite: 12 semester hours of Social Science.

245. History of the Latin American Republics—I (3)

A study of the Iberian background and the colonial establishments of Spain and Portugal in America, with special emphasis on the national development and the institutions of Mexico, Central and South America. This course, taught in 1939-40, alternates with History of the Far East.

Prerequisite: 12 semester hours of Social Science.

251. American Government—I (3)

This course is designed to meet the needs of teachers of civics and citizenship. The emphasis is placed on the services rendered by government. A critical study is made of the processes employed in giving protection to life, liberty, and property, and to the institutions developed to promote the general welfare. The mastery of our governmental structure is incidental to the study of our political activities.

252. Municipal Problems and Administration—II (3)

This course includes a study of the rapid growth of cities in the United States, with the resulting rapid increase of economic, social, and political problems. The nature of municipal government in its various forms as distinguished from state and national government is emphasized. The major attention is centered on the study of public safety, public welfare, public works, utilities, finance, and city planning.

253. Political Parties—I (2)

The history of political parties, the development of party machinery, party practices and functions are discussed in this course. The breakdown during recent years of strict party alignments with the changes resulting therefrom receives much attention. This course demands a considerable amount of library time from the student.

254. International Relations—II (2)

This course is a study of the modern "State System," its forms, forces, and prospects for the future. The problems of nationalism, internationalism, and imperialism are studied; also the politics of peace, settlement of international disputes, and the growth of international machinery.

Prerequisite: 12 semester hours of Social Science.

256. The Constitution of the United States—II (3)

Beginning with the Constitutional Convention of 1787 and ending with the most recent decisions of the Supreme Court, this course deals with the most significant constitutional principles and problems. Emphasis is laid upon the cases involving the police power, the commerce power, taxation, due process of law, the elastic clauses of the Constitution, and the whole system of checks and balances.

261. The Community—I (2)

The course emphasizes the structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions are emphasized.

262. The Family—II (2)

The family in its institutional and historical setting is examined, together with the changes which have been exerted on the modern family because of the impact of mechanization and urbanization. Furthermore, consideration is given to the needs of contemporary citizens with a view to establishing wholesome family life.

263. Social Pathology—I (2)

In this course attention is given to crime and delinquency, to problems of personal maladjustment, to the influences of community disorganization, and to other problems arising from the impact of mechanization.

264. Minority Peoples—II (2)

Attention is given to population and immigration, to race relations and to the problems arising from the fusion of cultures.

265. Surveys and Fieldwork—II (3)

This course is designed for advanced students who have had one or more courses in sociology, preferably 261 or 263, and are interested in making

application of this material to actual community situations and social problems. Opportunities will be given for making contacts, under supervision, with the social institutions of the community. As a rule, work will extend from September to June. Admission by consent of the instructor. Hours for conference to be assigned.

266. Social Theory and Principles—I (3)

This is an intensive course in social theory in which the viewpoints of contemporary and of the earlier social theorists are examined.

267. Community Organization for Leisure—(Summer only) (3)

This course is planned as a means of examining how the forces of the community can be co-ordinated toward the organization of a program of leisure time activities. It is designed primarily for students who plan to do recreational work.

269. Educational Sociology—(Summer only) (3)

The material of this course aims to show how the work of the school can be used to meet the problems of society—political, economic, and social. Emphasis is placed upon the school as an agency of social control and also on the changes in society.

SPEECH

Students electing Speech as a first teaching field take as a minimum the following courses: Speech 110, 111, 112, 121, 122, 131, 132, 212, 229, 230 and additional courses chosen from the remaining electives in Speech to make a total of 34 semester hours.

Students electing Speech as a second teaching field take as a minimum the following courses: Speech 110, 111, 112, 121, 122, 132, 212, 229, 230. Total: 24 semester hours.

Students electing Speech as a third teaching field take as a minimum the following courses: Speech 110, 111, 112, 122, 121 or 132, 229. Total: 16 semester hours.

110. Fundamentals of Speech—I (2) or II (2)

This course attempts to acquaint the student with speech as a means of social adaptation and social control and to supplement or modify his skill in its use. The student is assisted in the analysis of his speech, in becoming aware of his good points and his deficiencies, and is guided in the acquisition of acceptable speech habits. Students must have or must acquire acceptable habits of voice and diction in order to receive credit for the course.

111. Voice and Diction—I (3)

The characteristics of spoken language, the part that voice production plays in acceptable spoken language, and the nature of the English speech

sounds and the phonetic characters that represent them are studied in this course. The objectives are (1) knowledge about acceptable and unacceptable habits of voice and diction, and (2) the acquisition of effective personal habits of voice and diction.

Prerequisite: Speech 110.

112. Public Speaking—II (3)

Public speaking and elementary parliamentary law. Speech projects are used which provide training in the selection and organization of materials, in the more skillful use of language, and in the delivery of informative, persuasive and entertaining speeches. Parliamentary drill bearing upon campus problems is frequently conducted.

Prerequisite: Speech 110.

121. Public Discussion and Debate—I (3)

The objectives of this course are developing skill in the technique of public discussion and debate, including gathering, recording, organizing, elaborating, adapting, and presenting material, as well as, acquiring knowledge of and skill in the use of argument and persuasion, as they pertain to these fields of speech.

Prerequisite: Speech 110 or participation in organized high school debating.

122. Oral Interpretation of Literature—II (3)

A study of the fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry.

Prerequisite: Sophomore standing.

131. Dramatic Production—I (3)

A course of theatre backgrounds, including a brief outline of the development of theatrical arts with stress on the technical elements of production. Theory and practical problems in the field of stage costuming; design, construction and painting of scenery; stage lighting; make up; and organization of production crews and committees.

132. Dramatic Production—II (3)

Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable for community and school production.

141. Intercollegiate Debating—(Throughout year) (1 to 6)

This course is devoted to preparation for participation in Intercollegiate Debating. Work assigned will vary with the needs of the student. Opportunity for debate practice and criticism will be adequate. Anyone who wishes

to participate in Intercollegiate Debating is eligible for this course. Not more than three semester hours credit may be earned in any one school year, nor more than six during the time one is in college.

212. Speech Correction—II (3)

The speech sounds themselves and their usual substitutes, the process of producing voice and speech sounds, hearing as it affects the acquisition of the sounds, and physical and psychological factors that affect speech and voice, are studied. Practice in the diagnosis and re-education of actual cases will be provided.

214. Speech Clinic—(Summer only) (3)

This course is devoted to clinical practice. Diagnostic tests will be applied to clinic cases and students will have an opportunity to work with a variety of speech re-education cases. Students enrolling in this course must have permission of the instructor.

Prerequisite: Speech 212.

223. Radio Speaking—I (2)

The acquisition of skill and knowledge of the technique involved in the preparation and presentation of radio programs, such as announcing, writing continuity, preparing and presenting sketches and radio plays, gathering, adapting, and presenting news, are the purposes of this course.

Prerequisite: Speech 110.

225. Advanced Public Speaking—II (2)

This course requires the study of a group of contemporary speeches, of their preparation, of the circumstances under which they were delivered, and of the biographies of the men and women who gave them. Each member of the class is required to give several speeches of from twenty to forty minutes in length. These speeches must be such as can be used elsewhere. Anniversary addresses, speeches upon social problems, upon scientific subjects, upon educational and literary subjects are representative of those most frequently given. Emphasis is placed upon extempore speaking.

Prerequisite: Speech 110 and 112.

227. Speech Composition—I (3)

This course involves the analytical study of audience persuasion and oral style as embodied in talks, orations, lectures, and after-dinner talks, and the application of the principles in the composition of speeches of various kinds. It is hoped that those students who are interested in preparing orations of intersociety and intercollege competition will enroll in this course.

Prerequisite: Speech 110, 111.

229. Psychology of Speech—I (2)

A study is made of the relation between thought and language. Imagery, emotion, thought, memory, attention, suggestion, habits, interests, and desires are considered from the point of view of influencing human behavior through speech. The characteristics of youthful, mature, and still older audiences are analyzed. Speech projects are carried on, in which the psychological factors making for effective speaking are given careful attention.

Prerequisite: Speech 110 and 112.

230. Teaching of Speech—II (2)

The problems encountered by elementary and secondary teachers of speech are considered. Students are expected to familiarize themselves with much of the standard reading matter relating to the teaching of speech.

Prerequisite: 10 hours of Speech.

231. Modern Continental Drama—I (2)

The theatre and drama of modern Europe from Ibsen to the present day, in its relationship to social and literary trends. Reading, reports, and discussions of dramas of leading continental authors.

232. Children's Drama—II (3)

Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten through Junior High School; study of aims and methods of production in a Children's Theatre with participation in the preparation of one play with children.

236. British and American Drama—I (2)

Brief study of the early American theatre; tracing of development in 19th century British and American drama; more detailed study of contemporary drama and dramatists of Great Britain and America. Offered 1940-41.

237. Advanced Acting and Directing—I (2)

Advanced study in styles of acting and individual problems. Projects in directing scenes from plays of different types and periods—Greek, Shakespearean, 18th century, melodrama, fantasy, expressionism.

Prerequisite: Speech 131 and 132.

238. Advanced Problems of Interpretation—II (2)

A study of repertoire and program building; the cutting and arrangement of stories and drama for platform presentation; a study of various theories of interpretation. Offered 1940-41.

Prerequisite: Speech 122.

240. The Teaching of Speech in the Elementary School—(Summer only) (3)

A course to help teachers in the elementary school to a better understanding of the development of speech in children, and of the more simple physical, psychological, and social problems of speech which may arise on the elementary school level. Discussion and observation of classroom activities which may be utilized for the exercising and improvement of speech skills.

Prerequisite: Speech 110 (May be taken concurrently).

INDEX

	Page		Page
Accrediting of I.S.N.U.	27	Curriculum, outline of	69-70
Administration	8	selection of	70
Admission	50-52	Curriculum transfers	56, 57
age requirement	51	Degree, Bachelor of Education	56-57
application for admission	51	Departmental Clubs	42
by transferred credits	56	Divisions of University	67-68
selective admission	50	Drop system	54
subjects recommended for		East Bay Camp	120
admission	51	Economics (See Social Science)	
to advanced standing	56	Education, courses in	96-104
Advanced standing	56	Electives	78
Agriculture		Employment	49
courses in	79-84	English	
curriculum	77	courses in	104-108
Aid to students, financial	47-49	curriculum	77
Alpha Tau Alpha	42	Entrance (See Admission)	
Appointments, Bureau of	64	Excess load	55
Art		Expenses	46-49
courses in	85-87	Extension, credit by	56, 57, 66
curriculum	77	Faculty committees	26
Art Club	42	Faculty, personnel of	9-25
Athletics	43	Federal Aid	49
courses in (See H. & P. E.)		Fees	46
Attendance, class	55	Fell Hall	29, 43
Attendance Summary	5	Fine and Applied Art (See Art)	
Bachelor of Ed. degree	56-57	Foreign Language	
Band	43	(See French, German, Latin)	
Biological Science		Four-year Elementary curriculum	71
courses in	87-91	French	
curriculum	77	courses in	108-109
Blackfriars	43	curriculum	77
Buildings and Equipment	28-36	French club	42
Bureau of Appointments	64	Freshmen tests	52
Calendar	6	Funds, student loan	47
Certificating law	58-60	Gamma Delta	41
Chemistry (See Phys. Sci.)		Gamma Phi	42
Choruses	43	Gamma Theta Upsilon	42
Class Attendance	55	General regulations	53
Clubs, University	41-42	Geography and Geology	
Commerce		courses in	109-112
courses in	91-96	curriculum	77
curriculum	77	German	
Commerce Club	42	courses in	112-113
Committees, faculty	26	curriculum	77
Cooperating schools	62	Glee Clubs, Men	43
Correspondence, credit by	56, 57	Grading	53
Counseling	39	Graduation fee	46
Course numbering system	79	Graduation requirements	56-57
Courses, different levels of	79	Greenhouse	36
Courses of instruction	79-162	Health and Physical Education	
Credit, definition of	79	all students	55
Curricula	69-78	men, courses in, for	113-117
2-yr. Rural	72	curriculum	77
2-yr. Kind-Primary	73	women, courses in, for	117-120
2-yr. Intermediate	74	curriculum	77
2-yr. Upper Grade	75	Hieronymus Club	43
4-yr. Elementary	71, 76	High school curriculum	77
4-yr. Secondary	77	History (See Soc. Sci.)	

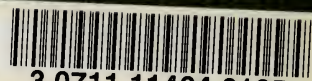
	Page		Page
History of University.....	27	Physics (See Physical Science)	
Home Economics		Pi Gamma Mu.....	42
courses in.....	121-124	Pi Kappa Delta.....	42
curriculum.....	77	Pi Omega Pi.....	42
Home Economics Club.....	42	Political Science (See Soc. Sci.)	
Home Management House.....	35	Pringle-Hall Club.....	42
Honor Points.....	54	Probation system.....	54
Honorary Societies.....	42	Promotion of Health.....	39-40
Hospitalization.....	39-40	Psychology and Philosophy.....	149-151
Incompletes.....	53	Public Speaking (See Speech)	
Industrial Arts		Publications, University.....	45
courses in.....	124-129	Registration.....	52
curriculum.....	77	Repetition of Courses.....	53
Industrial Arts Club.....	42	Residence requirement.....	57
Intermediate Club.....	42	Rooming Regulations.....	37-38
Intermediate curriculum.....	74	Rooms and Board, cost of.....	37-38
Jesse E. Rambo Award.....	48	Rural curriculum.....	72
Jesters.....	43	Rural Curriculum Club.....	42
Journalism (See English)		Scholarship requirements.....	53
Kappa Delta Epsilon.....	42	Scholarships and Awards.....	46, 47-48
Kappa Delta Pi.....	42	Science Club.....	42
Kappa Mu Epsilon.....	42	Secondary curriculum.....	77
Kappa Phi Kappa.....	42	Secondary curriculum electives.....	78
Kindergarten Club.....	42	Selective Admission.....	50
Kindergarten-Primary curriculum...	73	Semester hours.....	79
Latin		Sigma Tau Delta.....	42
courses in.....	129-131	Smith Hall.....	29, 43
curriculum.....	77	Social regulations.....	38-39
Latin Club.....	42	Social Science	
League of Women Voters.....	43	courses in.....	151-158
Lecture course.....	45	curriculum.....	77
Library, courses in.....	131	Social Science Club.....	42
Library hours.....	31	Special Organizations.....	43
Literary societies.....	42	Speech.....	43
Literature (See English)		courses in.....	158-162
Loan funds.....	47	curriculum.....	77
Lockers.....	46	Staff of Instruction.....	9-25
Lowell Mason Club.....	42	Student Organizations.....	41-45
Maize Grange.....	43	Student Council.....	41
Marking system.....	53	Student teaching.....	62-63
Mathematics		Subject matter fields.....	67-70
courses in.....	131-135	Substitutions.....	54
curriculum.....	77	Summary of Attendance.....	5
Music.....	44	Summer session.....	65
camp.....	44, 140-142	Teaching fields.....	67-70
courses in.....	135-142	Teaching, student.....	62-63
curriculum.....	77	Theta Alpha Phi.....	42
Musical Clubs.....	44	Training school.....	32-33, 61-63
Nature Study Club.....	42	Transcript fee.....	46
"N" Club.....	43	Transfer of credits, admission by...	56
Newman Club.....	41	Tuition.....	46
Numbering of courses.....	79	University High School.....	32
Orchesis.....	43	University Theatre.....	43
Orchestra.....	43	University Club.....	41
Organization of University.....	67	Upper Grade curriculum.....	75
Organizations, University.....	41-45	Withdrawal from school.....	54
Philadelphia Literary Society.....	42	Women's Athletic Association.....	42
Philosophy		Women's League.....	41
(See Psychology and Philosophy)		Women's Physical Education Club..	42
Physical Science		Wrightonian Literary Society.....	42
courses in.....	142-148	Y. W. C. A.....	42
curriculum.....	77	Zoology (See Biol. Sci.)	
Physical Education (See H. & P. E.)			











3 0711 11404 3135